

THE TIMES Educational Supplement

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French teacher at work: an endangered species? This photograph is from an exhibition of schools pictures by Tom Kidd, at the Stills Gallery, Edinburgh, from this weekend.

This week

Back to school—on the dole 3

The meddler's Bill 13

Are you fit for the eighties? A quiz 6

In the paperback market place 16

The sociology of gardening 12

Darwin's evolution 19

Extra



Film and video, eight page report

21-29

Library service being wiped out by spending cuts

The local authority schools library service, an important back-up to individual school libraries, is proving one of the prime targets for cuts. This is yet

another blow to book provision in schools, already at a very low level in some areas, and criticized recently by HMI. Biddy Passmore reports.

Council loans are scrapped

The schools library service, already one of education's Cinderellas, is being wiped out entirely in some parts of the country because of spending cuts.

In Solihull, West Midlands, the service has only just been partly restored after months of suspension. The local authority's policy of freezing vacant posts until they are proved essential caused a total shut-down. First the school librarian resigned and then her senior assistant left.

The resignations left the service with no central staff and no prospect of replacements. An outcry rose from Solihull teachers when the most valued part of the service—loans of project materials to schools—was abandoned. The other part of the service—block loans to school libraries—was finally scrapped as well.

The gap has now been partly filled. After months of deliberation, the council has decided to appoint a new school librarian. However, the new librarian will only be able to run the project service on her own; it has not yet been decided whether she will have an assistant. This means that school libraries in the area will become increasingly out of date since they cannot afford new books when allowances are being cut.

In Nottinghamshire, the position

is even worse. Even before the present cost-cutting Government came to power, the authority had decided to make a 100 per cent cut in the school library budget for 1979-80. Provision for future years has not yet been decided. And all five schools will have gone by the end of 1979, leaving schools on split sites with library provision for only half the schools.

Even before the present round of cuts, the school library service varied widely from one local authority to the next. Intended to supplement and enrich basic library materials in schools, it may simply consist of a loan service, but many schemes also include a project service, under which boxes of books and background material on a particular subject will be sent to schools on request.

The best schemes run exhibitions where teachers may choose which books they wish to borrow and some include a purchasing scheme, which enables schools to buy books at discount prices. The service is generally run closely with the local inspectorate.

Most county councils run a schools library service but some metropolitan districts, such as Birmingham, do not—on the grounds that the public library service should be adequate to fill any gaps.

The inadequacy of many school libraries was stressed in the recent HMI report on secondary schools, which described the library as "the most important single contribution of all to the school's reading resources". The inspectors found that over a quarter of all schools suffered from poor basic provision, understaffing and depleted and inappropriate stock.

The School Library Association has expressed "grave concern" at the action of some local authorities which have singled out the capitation allowance and education support services for particularly heavy cuts.

It says that any reduction in spending on books in schools "strikes directly at the development of literacy and adversely affects reading for learning and pleasure".

The official response to the association's statement was disappointing to the SLA. The Secretary of State, it said, was encouraging all those involved in education to concentrate on the Government itself was doing, on the elimination of waste and bureaucracy and on a detailed examination of priorities to ensure that the limited resources available were spent in the best possible way. The Secretary of State believed, the association's letter concluded, that if this was done, savings would be made which did not affect educational standards.

Shortage of language staff reaches 1,600

by Bob Doe

The shortage of foreign language teachers is getting worse in spite of the overall surplus of teachers, according to a survey published this week by the Modern Languages Association.

Virtually every local authority in the country that answered the MLA's questionnaire is finding it increasingly difficult to staff school language departments adequately. Only two out of 63 English and Welsh authorities said they had not experienced any difficulties, and one of these had in any case frozen all vacancies as an economy measure.

Recent figures released by the Department of Education and Science show that schools are short of 1,600 language teachers.

The MLA survey, in the association's latest journal, says desperate measures have been taken in some areas to alleviate the problem. These include cutting out languages altogether for some children, using temporary, part-time or unqualified staff and generally lowering standards.

The difficulties in staffing are not limited to tough or unpleasant areas. Even two pleasant rural counties are having problems. Schools without sixth forms are the hardest to staff and "minority" languages such as Russian and Italian are particularly badly hit.

From the various teacher training institutes, the MLA found that about 1,150 students were expected to qualify as language teachers in 1979. In the next three years this number would fall, however. Modern Languages, Vol LX No 4, Price £1.50 from the Modern Languages Association, 24, Highbury Grove, London N5 2UA.

Leader, Comments	2
Platform	4
Personal Column	5
School to Work	7
Science Diary	9
Overseas news	10
Letters	11
Arts reviews	17
Books	18
Resources	29
ETV	31
Talkback	32
Bridge, crossword	48
Classified	35

مكتبة من الأصل

Reformation for a brave new world?

He is a brave man who would open his account in 1980 with a bold call for the whole re-educational reorganization of primary and secondary education. Now he tries to describe Dr Harry Judge at the end of the long-standing distinction between primary and secondary education, and the reorganization of all education beyond the age of five into two categories: compulsory and post-compulsory.

Dr Judge is certainly not alone in fancying a break at his falling rolls are going to reinforce the already formidable evidence in favour of the concentration of teaching and learning at what is now known as the secondary level. The desirability of taking the opportunity to do this while at the same time getting rid of the rigid distinction between education and training, general education and vocational, full- and part-time, continuous and discontinuous, is obvious.

The tertiary colleges have shown how this can be done. No doubt there are formidable logistic reasons why it would be impracticable to go over to such a system overnight, but Dr Judge is surely right in thinking that the first step in this direction would be to accept the unity of the post-compulsory stage for administrative purposes—as has been done in a few local areas where secondary schools and FE colleges cooperate in making joint plans for the 16 to 19 age-group. The possibility of a more radical reorganization should certainly not be ruled out. It could, after all, satisfy both the Conservative recognition of the need to concentrate resources and the Labour quest for comprehensive institutions.

For Dr Judge, equal importance attaches to more flexibility between primary and secondary schooling, recently advocated in a paper by Professor Charles Carter and others from the Policy Studies Institute. This would have immediate importance in education offices where the administration is geared to the separate age-groups. The notion that primary and secondary education are two different entities has become less and less easy to defend, as the HMI surveys show. This will become clearer still as the attempt is made to build a curricular framework which spans both.

It is a safe bet that what to do about the 16 to 19 age-range will provide a major pre-occupation for the 1980s, as will the second half of the century. Dr Judge must be right, in logic, to challenge the arbitrary way in which resources are distributed over the post-compulsory age-groups; in particular the sharp distinction between the generous mandatory student grants for full-time higher education and the impoverished and inadequate

I expect most readers have been waiting with bated breath over Christmas and the New Year for the latest news of the Department of Education and Science and its insouciance on a curriculum framework, but I also spent some of the vacation looking at the 1937 *Handbook of Suggestions for Teachers*.

This was first produced in 1903, rewritten several times and reprinted in June, 1944 while the famous Education Bill was before Parliament. It would be tempting to see the handbook as a ready-made curriculum framework and to use it as a stick to beat the DES and HMI and shout: "It has all been said before!" Touting, but only partly true.

The 1937 handbook does show that the idea of a national policy on curriculum enshrined in an official document is by no means a recent bureaucratic invention.

The *Handbook of Suggestions* had replaced the legally enforceable Code in 1926, and the 1926 Code was very different from the narrow and restrictive Revised Code of 1862 (which is still associated in the folk memory of teachers with the dreaded "payment by results").

But the 1937 *Handbook* still put forward a "suggested" curriculum framework. I was a pupil at elementary schools for six years (1936-1942) and recognize now where much of the curriculum came from. It was only when the 1944 Education Act was implemented that the idea of a national curriculum was swept away, together with the Regulations which had controlled the secondary curriculum.

After 35 years we are moving back to central influence. The 1977 Green Paper fired a warning shot when the Secretaries of State declared that they were not going to abdicate from their curricular responsibilities; this was followed by Circular 14/77 which asked Local Authorities about their arrangements for the school curriculum; the report on this Circular published in November 1979 went further: "The summary of responses to Circular 14/77 suggests that not all Authorities have a clear view of the desirable structure of the school curriculum, especially its core elements" (paragraph three, page six). The HMI and DES documents expected early in 1980 are the next step. How differ-



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support for those who stay on elsewhere in the system. Now is the time, when Dr Boyson is dusting off plans for loans, to consider ways of redistributing the present package. But this requires a firm commitment to future development. Otherwise redistribution is quickly overtaken by elimination.

Thinking the thinkable

It seems impossible to pass from the seventies to the eighties without the Juntas look. The media have spent a hectic holiday season with a crack in their corporate necks, looking back and peering forward. For penurious TV networks it offered a splendid excuse for showing, yet again, recorded highlights of all the other recorded highlights. And journalists, surveying the news and non-news at the turn of the year, feel similarly bound to go back over their cuttings before turning their attention to the academic argument about when the decade ends (and starts) there is, or should be, something salutary about a new year writ large—an excuse for resolutions, perhaps, though by convention in education these belong to Easter. A conference believes that...

It is a safe bet that what to do about the 16 to 19 age-range will provide a major pre-occupation for the 1980s, as will the second half of the century. Dr Judge must be right, in logic, to challenge the arbitrary way in which resources are distributed over the post-compulsory age-groups; in particular the sharp distinction between the generous mandatory student grants for full-time higher education and the impoverished and inadequate

As it happens, a pamphlet appeared in 1974, with the curious title of *The United Kingdom in 1980*. So it is possible to start the year with a look back to some detailed forecasts. It was the work of a team of writers from the Hudson Institute in Paris (an offshoot of the American outfit where Herman Kahn thinks the unthinkable) they were at pains to be provocative. The United Kingdom was on the skirts. The trend, they said, would take us farther down the European league. Low productivity and a class-ridden and inflexible society would ensure that increasing poverty and bitterness went hand in hand, and that the corrective measures were the more difficult to take.

Common core lessons from the class of '37

Denis Lawton on the *Handbook of Suggestions*

ent will they be from the 1937 *Handbook* (which went along way)?

"(49) The Main Branches of the Curriculum—The public elementary school of the present day, apart from the incidental, but none-the-less important, moral and social training that it provides, includes in its normal curriculum, in addition to religious instruction, a number of activities and subjects which may conveniently be grouped under the following heads: health and physical training; music; art and craft and other forms of practical instruction; English, history and geography; nature study and science; mathematics."

Not all that different from the HMI 1977 document, *Curriculum*, 11-16, which recommends the following: "The curriculum should be physical, aesthetic and creative, ethical, linguistic, scientific, social and political, spiritual, mathematical. To what extent will the 1980 Framework continue the move away from 'subjects'?"

In one respect, at least, we can expect a change in policy since the 1937 *Handbook*: the section headed "The Different Requirements of Boys and Girls" it was assumed that girls and boys should have different curricula. A 1980 common curriculum will probably intensify the demand that sex differences should be eliminated.

What other changes might we reasonably expect in the 1980 DES and HMI documents? If they are to be worth reading at all, they ought to reflect at least two major changes since 1937: first, social and technological;

second, developments in educational theory and practice.

There should be a much greater emphasis on science and technology; 1937 was clear and sensible but not very ambitious—consisting mainly of nature-study for the younger pupils and a curriculum in science often related to gardening. No sex education is mentioned, only a few references to teachers satisfying "reasonable curiosity", but "anything in the way of ambitious instruction in anatomy and physiology should be avoided".

Today we live in a society which is so much dominated by science and technology that school must make it their responsibility to give access to real science to all pupils—boys and girls—of the whole ability-range.

A variety of Schools Council projects have shown the way, but a national policy on science for all is urgently needed. Too many young people leave school badly equipped in the use of science and technology as a result of the curricular curriculum operating in most schools.

The second major gap is in social, political and economic studies. The 1937 *Handbook* mentioned the need for special attention to be paid to "civics" in history lessons and in other subjects; but this was clearly not a very high priority in 1937. Recent studies have given a new impetus to social and political and economic education. *Curriculum*, 11-16, gave a strong lead in 1977: we must hope that HMI and the DES in 1980 will do even better.

Maybe something will be done to sort out the mathematics muddle in schools. 1937 was very clear about the mathematics that

Sensible way to sack

Professor Arthur Pollard was right when he told a New Year conference (page five) that redeployment should not be used to push incompetent teachers from one post to another. He was also probably right in predicting his own unpopularity for advocating the sack for poor teachers and limited tenure for others.

Teacher-bashing is generating much bitterness, and one sign of this is the vigorous correspondence still continuing in our letters columns (after seven weeks) about whether heads should have the power to hire or fire, or should themselves be given more limited contracts.

The argument has been trundling along in a comparatively low key ever since the previous Government's Great Debate Green Paper hinted that machinery ought to be devised for weeding out the weak and incompetent. That much is generally agreed. The trouble is that we have had more old muttering than new machinery since then.

Inefficient teachers are a bad thing, and so are inefficient heads but they cannot be treated differently from each other in employment terms, nor yet differently from anybody else in the education offices, the Department of Education and Science, or local or national government. Nor can you even assess their performance equitably until accepted and universal criteria exist.

Annual assessment on the civil service model may be the best answer, but it would need to be introduced in a manner designed to boost rather than diminish teacher morale at a time of deep uncertainties. Meanwhile, it would be indefensible if so-called poor teaching became a sacking offence in Llanelli, where rates are falling and councillors are capricious, but not in Snodgrassville with its more responsible redeployment policy.

Next week

- Roy Fuller writes about the week's television in the first of a series of guest reviews.
- Origins and destinations: Professor A. H. Halsey previews his research, to be published next week, on social class and educational performance.
- Harry Roe argues that foreign languages should have no place in any core curriculum.
- More time, more space: Virginia Makins finds out how primary teachers are taking advantage of the dramatic drop in classroom numbers.
- Professor C. R. Elton says that history teachers with too rigidly schematic a view of the world "can do grievous harm".

ought to be taught to all pupils. Presumably no one would recommend a return to the completely traditional mathematics of 1937, but a clear national policy on the mathematics curriculum is long overdue.

On curriculum theory, 1937 simply assumed that the subjects listed above were the major features of our cultural heritage and should therefore be transmitted to the young. Even without the sociologists of knowledge who were so noisy in the 1970s, I do not assume in 1980 away with that kind of assumption in 1980.

We have reached the point where anything which is compulsory, or even strongly recommended, has to be justified. Official documents for England and Wales have so far shown themselves reluctant to do this. In Scotland more progress has been made in this respect: the Munn Report makes a serious effort to outline in jargon-free language, the philosophical, sociological and psychological arguments about appropriate and worthwhile curriculum content.

What I hope we will not find is curriculum planning by behavioural objectives. The American experience of that kind of account-ability has been completely disastrous. If there is even a hint of that then the suspicion and even hostility of the teachers' professional unions will be justified.

The 1937 *Handbook* managed to provide clear guidelines for teachers without specifying lesson content too closely. With a little ingenuity it ought to be possible to produce a national policy on a core curriculum which is not a strait-jacket for teachers or pupils, but will provide helpful common guidelines.

Professor Denis Lawton is deputy director of the Institute of Education, University of London.

No comment

"At one school the food I saw they were getting was atrocious. They were getting only one sprout for each child"—North Yorkshire county councillor.

NEWS



Girls at Dunelm-Winton Hall preparatory school, near Rugby, play the game of the same name—all part of the school's policy to involve the girls in a wider range of sports.

Part-time courses will be allowed Jobless leavers to go back to school on the dole

by Mark Jackson

Unemployed young people throughout Britain are to be allowed to return to school part-time. The Department of Education and Science has "permitted" the Supplementary Benefits Commission (SBC) to let them go back for special courses and draw the dole.

The decision, which will be announced in the next few weeks, is an extension of the concession under which the under-25s have been able to study for up to 20 hours a week in further education colleges.

They have to remain available for work, which means that they must break off the course to take a job even if it comes up a few days before an examination.

Under the new rules heads will be asked to certify that they are

running special further education courses for the unemployed youngsters and not simply providing a way in which pupils, who want to stay on after 16, can draw the dole.

A reason why the DES has been pressing for the concession to be extended is that in most parts of the country further education colleges have shown little interest in running suitable courses. Where they have been set up—mainly in areas of very high unemployment—the young people spend either three days a week or five afternoons in colleges.

Last year the SBC allowed Liverpool, as a special case, to set up similar courses for 300 unemployed young people in a number of its secondary schools. The SBC emphasized that it was stretching the rules because there was a shortage of college places in the

area, but a few weeks ago its chairman visited Liverpool and was impressed by the success of the scheme.

Liverpool uses 35 unemployed young teachers, paid for by the Manpower Services Commission's Special Temporary Employment Programme (STEP), for the courses. STEP is now limited only to the areas of particularly heavy unemployment and inner cities, but Liverpool's director of education, Mr Ken Ancillie, says that schools in other parts of the country may be able to use the courses to take up any slack resulting from declining rolls.

The DES told colleges this week that they can now run 21-hour-a-week courses for the older unemployed, who must be out of work for more than 12 months before they are eligible.

The truth about Oliver Twist

"Oliver Twist" headlines over reports that a Somerset school charged a 13-year-old boy twice for his school dinner after he went back for more were dismissed this week as a bit of pre-Christmas humbug.

The boy's parents were sent a bill for 5p because by the Castle School, Taunton, after he rejoined the queue for a second lunch. After eating meat, dumplings and vegetables followed by pudding and custard he was still hungry.

The boy's mother is paying up but under protest, claiming that he clearly was not given enough to eat.

A spokesman for the local education authority said the parents had been asked to pay up for disciplinary reasons. The school wished to bring home the point that the boy took a meal prepared for somebody else.

The full cost of the second meal had been charged rather than the subsidized school meal price of 30 pence.

5,000 specialists short

Britain's 5,000 secondary schools are short of about 9,000 specialist teachers to bring them up to strength in mathematics, physical sciences, and craft design and technology, according to DES figures.

Union anger at Staffordshire plan to close 35 primaries

by Diane Spencer

Staffordshire plans to close 35 of its 740 primary schools in its attempt to save £18m from its education budget in the next five years. Most of the schools are in the rural northern part of the county and are run by the Church of England.

The closures also take into account the fall in the school population by a third in the next decade. Closing the schools will save £1m and 1,000 children will be affected out of a school population of 200,000. About 80 teaching and 200 ancillary jobs will be lost. The authority hopes to keep compulsory redundancy to a minimum.

The schools sub-committee approved the proposal just before Christmas and it must be ratified early this month by the education committee.

The plan has already angered the National Union of Teachers.

Mr Colin Pollard, the union's local secretary and a co-opted member of the education committee, said there

had been no consultation with the union on closures, the only news which schools were to be affected by the plan three days before the schools sub-committee meeting.

We cannot defend some of the schools on educational grounds as they have only 10 pupils and one or two teachers; but what bothers us is the number of redundancies and we plan to fight them," he said.

Mr David Lightbown, chairman of the county's education committee, said his committee had studied the demographic projections for the next 10 years and taken account of the geography of the area before suggesting the closures. "We have left a number of schools open that could have been closed purely on economic grounds because we did not want to involve the children in longer journeys to school."

He realized the plans would stir up strong feelings but "I always ask: 'What is the alternative?'"

Consultations would begin in a matter of weeks with parents, teachers, managers and unions over the policy had been formulated, he said.

Overseas student figures down

Applications from overseas students to start at British universities next autumn are still running at 11 per cent down compared with this time last year. The final drop may well be bigger, the Universities Central Council on Admissions said last week.

So far 10,483 applications have been received from overseas compared with 11,756 at this time last year. This figure was however a considerable increase on the year before when 10,858 applications had been received by December 1 so that today's total is still within 400 of the December figure for 1977.

Training college places empty despite growth

by Bert Lodge

Attempts by colleges to fill former teacher training places with other students still left them 14,000 students short by the end of 1977. This was despite an overall growth in higher education numbers from 314,000 in 1972-73 to 340,000 in 1976-77.

Most successful were those institutions which merged with colleges of further education. They gained 4,600 places compared with the 19,200 places lost by colleges which remained separate, joined with polytechnics or were marked for closure.

The figures are supplied by Mr Mark Russell and Mr John Pratt, researchers at the North East London Polytechnic, in an article in the autumn issue of *Higher Education Review*.

The authors point out that in 1972 there were 152 colleges of education training 114,000 student teachers. The white paper, *Education: A Framework for Expansion*, fixed a target of 75,000 places by 1981. Subsequent policy state-

ments reduced this figure to 45,000, including 10,000 on in-service training.

Of the 152 colleges, 12 joined with universities, 37 merged with polytechnics, 26 merged with colleges of further education, 24 merged with other colleges and 26 ceased initial teacher training.

In 1972-73 in the further education colleges destined to merge with colleges of education, 6,300 students were taking full-time and sandwich advanced courses. By 1976-77 when some mergers had already taken place this figure had gone up to 10,900.

Women have been affected more than men by the move towards a minimum of two A levels to qualify for admission to teacher training.

In the 1972 entry to three and four-year courses of initial training, 14,400 students, mostly women, were without two A levels. In 1976 only 6,800 students in this category were admitted. "This suggests that at least 6,600 potential students, two thirds of them women, were deprived of access to higher education in 1976 in these colleges."

Record number of teachers

A record number of teachers—440,825—were on the payroll of local education authorities in England in January 1979, according to the latest statistics from the Department of Education and Science.

The figure, which included employed student teachers and instructors, was more than 5,000 higher than in January 1978.

In secondary schools there was an increase of 4,000 qualified teachers bringing the total to a new peak of 231,400. But in primary

schools the number continued to fall to 192,500—1,100 less than in the previous year.

Overall pupil-teacher ratios improved, from 20:1 to 19:1. Schools in the Isles of Scilly fared best with a ratio of 13:1. Runners up were the London borough of Brent with 16:0, Newcastle with 16:4 and the Inner London Education Authority with 16:7.

Dudley in the West Midlands had the worst pupil-teacher ratio of 21:6, followed by Stockport with 21:4, Oldham and Somerset with 21:3.

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Platform

Edward Blishen on the revelations granted a literary man who fell among literary infants



I'd talked to the juniors... and now was to be taken to the infants. The reasoning was that, since practically everything seemed to them unlikely, they would not know how to demonstrate any particular amazement about the fact that I was a writer. Best, then, to keep it short because, talking in schools, I do very much depend on amazement.

In fact, almost at once, in their little room, they abandoned the sitting-crossed-legs position for the frankly lying-flat-on-the-floor position. Some of them, taking one to smile at me in a kindly fashion, puffed and blew and panted. I saw that it was already, after 20 seconds or so, a bit much for them.

"Write stories," I said, chuckling at the absurdity of it. They chuckled back, most of them seemed to be practising the making of hideous faces. What sort of stories do you like? I asked, carefully giving the question a careless quality. Whereupon a very little girl sat bolt upright and said, with the greatest possible clarity: "I like merryp stories." And collapsed. What I've marvelled for being plain, or marvellous for being elaborate. They offer me words, as writers do, sometimes very much as if they were making gifts. As indeed they are.

Of course, the crowds are partly, as they traditionally must be, for autographs. ("Four, please," said a small boy. When I raised my eyebrows: "One for my mother, one for my father, one for my sister, and one for me.") But there is this confidential murmur about words, which reminds me always that children move in a world patchily, ambiguously, sometimes dauntingly, often ravishingly defined by words.

If they had to choose a word to cast a spell with, I have asked them, what would it be? Skeleton, they say, devil, fox, forest, coffin. Bulldozer I have been offered, and dromedary.

It is funny I think, how children divide quite early into the seemingly plain users of words, and the essentially elaborate. By the observations that some offer about their preferred way of making a statement, I am reminded of a comment I had made some 10 years ago, when I had ended a story with breakfast with the words: "And the pilot failed." "Oh no," said my son, appalled by this scandalous failure to be explicit. "The pilot slumped forward over his controls." I find myself grinning at children sometimes because I know they are committed to the search for magnificence in this fashion or sometimes to this repudiation.

Of course, the children this can seem—the essential business of style and matter—quite the lightest

Ripping yarns

of all the literary burdens. "I am very keen on doing stories and poems myself," wrote a nine-year-old in a recent follow-up letter. "What are the main problems of being a writer? The problem I am stuck with is that I am no good with my spelling."

The value of the writer's visit, I guess, is that he taps in a great many children's quite common, usually quite matter-of-fact ambition to write. He also, by his very being there, makes a point that is not necessarily made by books themselves which may not have the air of being created by actual persons. Many of the questions that follow a talk for the first time are about the writer's life. "What are the main problems of being a writer?" "The problem I am stuck with is that I am no good with my spelling."

My best memories of all are of occasions when, with audiences of sometimes spectacular official immaturity, I've been able to talk deeply about surprising myself when I find to my surprise the delight for a regular talker, exploring the rapturous ordinariness of trying to put words together successfully, trying to assemble a tale. (Children are widely supposed to be interested only in the obviously invented story, but I'm struck by the number of children who readily assent to my own view that stories are what happen to us in alarming quantity every day.)

Best memory of all, perhaps, is an afternoon in a Bishops Cleeve council-owned house where a couple of dozen primary school boys and girls were spending three days in a writing and reading camp. Most had never been away from home before and were being extravagantly grown-up. I think I felt more of a primary schoolchild than they did.

I held forth about the problems of writing with three small girls sitting directly under my nose, chin on flat, elbows on an occasional table-freckled earnestness beautifully multiplied. I thought at the end, so professional were their questions, that I should have distributed membership forms for the Society of Authors.

The teacher in charge said his chief fear had been that he'd have to go round at lights out mumbling up homesick tears. "In fact," he said, "my problem is to persuade them to struggle down and stop writing their novels."

NEWS

Grammar school switch hangs on local election results

by Diane Spencer

Birmingham education authority is to try to change Sutton Coldfield Girls' School from a comprehensive back into a grammar. This has provoked a strong reaction from the Labour opposition and the National Union of Teachers.

The education committee has decided to change the school's status in September, 1981. Section 13 notices have been published giving two months for objections. Then the matter will rest with Mr Mark Curdrie, the education secretary.

But the school may stay as it is if the minister mulls over the matter for more than two months and Labour wins the May local elections.

Labour has already pledged to reverse the decision and it is likely it will win back control of the council.

Mr Neil Scrimsshaw, chairman of the education committee, said the Conservatives decided to change the school back to its old form because of the "exceptional circumstances" in Sutton Coldfield.

Boys still have the chance to be selected for Bishop Vesey School, a voluntary aided grammar, but there was no similar girls' school since Sutton Coldfield school was turned into a comprehensive in 1975.

Mr Scrimsshaw sees the decision as redressing the balance, not as the first move in a trend to return to full selection in the rest of the city.

"I would like to see stability maintained in the secondary sector after the turmoil of the past few years," he said.

Sutton Coldfield Girls has been greatly oversubscribed although it was changed from a three to a five-form entry two years ago. Mrs Kitty Morris, chairman of the governors, said parents had been very unhappy about the change to a comprehensive system, especially as selection was based on geography—those living nearest got in—and priority was only given to girls with sisters already at the school.

The catchment area had consequently narrowed over the years and she thought that a selection system was the fairest so that girls from all over the area could have the chance of a place.

At a meeting in the school called by Mr Scrimsshaw last month, more than 700 parents including those with daughters in the middle school showed overwhelming support for the proposal to return the school to its former status. Seventy-eight per cent signed a petition in favour.

Mr Charles Gray, the Labour spokesman on education, condemned the proposal as there had been no consideration of the effect the change would have on other secondary schools in the area, nor of the effect of new legislation which might leave Bishop Vesey to go independent.

The National Union of Teachers strongly opposes the idea. Mr Tom Miller, the area's press officer, said: "The school is a very special place. We will fight it tooth and nail." It was simply a political decision, he said. There had been no consultation with teachers.

Quango makes 11th-hour appeal for reprieve

by Sarah Bayliss

The Centre for Educational Disadvantage, victim of the Government drive on quangos, is preparing a document for the Education Secretary, Mr Mark Carlisle, in an attempt to save itself from closure.

The centre believes it has a slim chance of reprieve after a two-hour meeting with Mr Carlisle and Lady Young, junior education minister.

In November the Government announced the five-year-old Manchester-based centre would be wound up by August 1980, saving up to £300,000 a year in grant aid.

The centre's director, Bill Borden, said: "Mr Carlisle indicated that the basis on which he made the decision—that we weren't providing value for money—was entirely subjective. The governors presented him with cogent and

weighty arguments which apparently he had not heard before."

The centre, employing 22 full-time and part-time staff, concentrates on the needs of ethnic minorities and the socially disadvantaged, publicizing information to teachers and schools.

"We are deeply worried about the below average child who is getting a raw deal these days," said Sir Alec Clegg, former chairman of the centre, who was at the meeting. The paper justifying the centre's existence will be delivered to Mr Carlisle on May 3 next.

Mr Borden said the implications of closure on projects for the under-fives, the role of the middle school, problems among the teenage disadvantaged and language difficulties among Caribbean children.

Managers worried about cuts

by Mark Jackson

Britain's largest group of industrial managers has told the Government that it is worried about the effect of education cuts on industry.

The 24,000 strong Institution of Industrial Managers, which is affiliated to the British Institute of Management, says that the cuts are likely to hamper industrial education and management training.

A deputation headed by the institute's chairman, Mr Norman Wilson, told Mr Neil Macfarlane, Education Under Secretary, that it was the only body providing formal

training programmes throughout the country for senior managers in smaller firms as well as middle management in big companies. The main effort in management education, it said, was coming from professional bodies.

Mr Wilson pointed out that since the Government was helping to fund TUC education it should also help management education. The institute wanted to discuss with the Government how they could work together to improve industrial management.

Heads in a fix over names list

A headteacher's dilemma over conflicting duties when faced with industrial action by his staff was spelled out last week by Mr Donald Frith, general secretary of the Secondary Heads' Association.

Heads would be asked to give teachers' names to the local education authorities' requests for name of teachers who were working a five hour day.

because they need the cooperation and goodwill of their staff to make a school work. Yet they are scarcely free to give the local authority the information because they are employees."

Earlier this year Mr Frith advised his 2,000 members to agree to local authorities' requests for name of teachers who were working a five hour day.

NEWS

North of England Education Conference, Durham

Call for merger at 11-plus

by Sarah Bayliss

Education for 16 to 19-year-olds is a "mess" and a coherent policy is vital for the 1980s, the Director of the Department of Educational Studies at Oxford University told the North of England Education Conference yesterday.

At New College, Durham, Dr Harry Judge said it was time to abandon the 11-plus distinction between primary and secondary in favour of the 16-plus border between "compulsory" and "post-compulsory" schooling.

Dr Judge, who is a former principal of Banbury School, said that post-compulsory schooling should be run quite separately, without the "sixth form" label which until now implied academic rather than technical or general education.

Britain could not have good engineers until the sixth form idea, he said, took one form of the grammar school tradition, took an honoured place in the educational museum, he said, anticipating findings of the Finniston report.

In the same breath he condemned sixth form colleges and a terminal examination at 16-plus as "an error, institutionalized". Tertiary colleges might seem like a pipedream or a nightmare to some, but to him they represented right thinking.

He said the existing 16 to 19 "mess" was directly responsible for a scandalous waste of resources and talent. As long as 16 to 19 was seen as an extension of "secondary", structural flaws in the education system would persist.

Indeed if secondary schools were more like primaries, "We should have fewer second-rate academic snobs and a more skilled technical workforce," he said.

Speakers at the three-day conference were addressing the theme "Education for the 1980s". Professor Ted Wragg looked beyond the



Dr Harry Judge: "If secondaries were more like primaries we would have fewer second rate academic snobs and a more skilled technical workforce."

next decade, speaking on "A curriculum for the year 2000". He saw improved reading skills, a better grasp of number, greater oral and social skills as crucial to school leavers being released into an increasingly technological and bureaucratic world.

The implications for schools were clear—they must change the "jug and bottle" view of teaching in which society has a jug full of knowledge and children are empty bottles. Rather than facts, children should be taught the skills necessary for gathering and applying knowledge.

Social skills would be more important in the year 2000 because "survival, abrasiveness, lack of invention become more conspicuous in areas such as recreation than in a noisy assembly line."

With illustrative slides Professor Wragg showed the "complex class management skills" which teachers in Britain should start to employ.

Mr John Mann, secretary to the Schools Council, criticized badly written textbooks and worksheets—particularly in science and social

studies—which made learning more difficult than it need be. "Written overcomplicated material prevented children from understanding concepts which otherwise were within their grasp."

Another block to learning was the absence of reading in the classroom. A recent Schools Council research project, "The Effective Use of Reading", showed that in secondary schools more than half the classroom reading in all subjects occurred in bursts of only one to five seconds.

Homework had extended reading but at home, pupils were working on their own isolated from their peers and teachers. "The value of their homework is correspondingly less," said Mr Mann.

Low IQ was no longer an excuse for children failing to read. Research showed children scoring only 50 points had been taught to read.

One teaching method to improve learning might be to set short-term objectives—a technique used very effectively in the teaching of foreign languages.

Mr Mann said 1979 might prove to be a watershed for the Schools Council as well as for education. The council had reorganized its projects and priorities to become more responsive to schools and, i.e., particularly on curriculum.

The council was heartened by a statement from Lady Young in November that the Government had no present intention of amending the statutory responsibilities set out in the 1944 Education Act.

But John Mann warned that the proposed changes to the Local Government Bill could have an unexpected effect on education.

"Its financial measures may achieve a degree of control unthinkable in any other terms."

Mr Roy Holmore, principal of Cambridge College of Art and Technology, spoke of serious labour shortages in certain skilled occupations. The vacancies were in new fields like computer programming but also in more traditional skills.

NAS-UWT conference, Birmingham

Limit contracts, sack bad staff and fail more trainees, professor says

by Bert Lodge

Poor teachers should be sacked and all others put on limited contracts, a conference of teachers was told last week.

Professor Arthur Pollard, of the department of English, Hull University, said he would also like to see more student teachers fail the course, teacher trainers regularly returning to the classroom and advisers adopting a more inquisitorial role.

He would also welcome the spread of independent schooling and more experiments with the voucher system in the maintained sector.

Professor Pollard, a contributor to the Black Papers on education and a Humber-side councillor, told the National Association of Schoolmasters-Union of Women Teachers' annual education conference in Birmingham that falling rolls provided an opportunity to get rid of weak teachers.

"All of us know that there are inefficient teachers. With the falling rolls situation and consequent redeployment, I am anxious that we should not use such redeployment merely to push the least competent from one post to another."

"Many good teachers will have to be redeployed but with those who are not good, and perfectly well known to be not good, I would not wish to see an automatic right to redeployment. Indeed, the pursuit of excellence and the interests of the pupils demand otherwise."

Life tenure should not be regarded as a guarantee either in teaching or any other job, Professor Pollard said. "I may not be popular but I just have to say that I cannot see any logic or sense in providing a job probably for life on the basis of one year's probation. I believe there is much to be said for contracts of limited tenure, at least in the early years of service."

For too long it had been too easy to get into the teaching profession, Professor Pollard said. He discounted the instance, now being introduced, that candidates should have O level English and maths, that they made of themselves."

He thought there was scope for introducing a degree of independence and competitiveness within the state sector itself. This could be achieved by the voucher system on which he wanted to see more experimentation. Vouchers would lead to a block grant for education largely distributed to the schools themselves and "what they did with it would determine what they made of themselves."

The arrival of the micro-processor in education will not make teachers redundant, the conference was told.

Mr J. G. Morris, director of the Research and Intelligence Unit at the Scottish Education Department, said he thought the micro-electronics revolution would be on a scale never seen before in education. And, he recognised, "it is galling to have found a labour-saving device at a time of falling rolls."

Yet micro-computers differed from all other information technologies such as books, radio and television in that they alone, like the teacher, were a two-way traffic.

Among the challenges the new technology might generate could be the need to find an answer to that perennial problem of who controls the curriculum and whether the curriculum was a centralized educational system or not.

Resistance to computers in education would be encountered, possibly because they appeared to be over-weighted towards the storage and manipulation of mere facts. Yet the computer need not emphasize facts at the expense of concepts and principles. Nor need pupils always respond in a rote manner.

"Pupils should be encouraged to write their own programmes and 'debug' them. Let us try not to create a mystique about this. We created a mystique about mathematics and contributed not just to

"particularly if one thinks what O level English is these days, not even a respectable test in the command of the elements of English grammar."

He had grave doubts about the effectiveness of some teacher-training courses. "If one thought that a more rigorous fallure rate, especially in respect of practical teaching, could do nothing but good, but he allowed that the newer more stringent conditions of entry and even the lessening attractiveness of the profession "as a cosy number for life" might yet work wonders."

While welcoming the appointment of senior teachers of acknowledged pedagogic ability, Professor Pollard doubted if there were enough. In any case he would like to see some experiment with these skilled and experienced teachers acting as part-time advisers.

Declaring his opposition to egalitarianism in education, Professor Pollard said it was no kindness to the plodder to put him alongside the high-flyer; neither was it kind to the high-flyer.

He not only welcomed the Assisted Places Scheme, but thought the Government should enlarge the list of independent schools even if it meant encouraging some schools formerly independent but now in the maintained sector to revert to their former status.

"The good comprehensive has nothing to fear from this proposal. Why is it that so many in the state sector fear competition?" he asked. "And if the comprehensives cannot, for instance, provide proper O-level entrance tuition, why should the potential entrant be denied the chance by competition with his brethren in the independent sector?"

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Micro-chip no threat to jobs, conference told

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"Pupils should be encouraged to write their own programmes and 'debug' them. Let us try not to create a mystique about this. We created a mystique about mathematics and contributed not just to

a shortage of mathematics teachers but also to a non-numerate society without even the grace to blush for itself."

Mr Morris recognized that there had been earlier and much-heralded innovations such as programmed learning and computer-assisted learning which had inspired some people but disappointed others. Equally this time, "with the micro-revolution both extremes of the pendulum will be found. Huge reserves of enthusiasm will be disappointed; cupboards will hold discarded machinery in almost mint condition, reputations will have been made and lost, and action and reaction that immutable law of physics, will be seen to be operating."

Yet he was confident that this time the reasons were the higher standard of living and greater expectations of people in western society. These together had made people themselves a form of pollution.

"It is cheaper, more reliable, less troublesome and does not require sports facilities, a canteen or a rest room. The chip has eliminated the problem of space, noise, unreliability, flexibility, cheapness and high levels of skills and versatility."

"The cartoon, 'You're redundant. You're going to be replaced by a machine that does not work either' is too true to be funny."

Personal column

Gerry Fowler

Down and out in 1980

Indeed, I have found the two periods of unemployment I have suffered after losing my parliamentary seat (in 1970 and again this year) most instructive. In 1970 I registered as unemployed, not to draw benefit, to which, as an ex-MP I was not entitled, but to ensure that my contribution record was maintained.

I was kept waiting for two hours merely in order to fill in a simple form, and to be summoned to the desk of a bossy lady clerk and hand it to her. At 9 am the next morning my phone rang: it was the manager of the employment exchange, apologizing for what had happened. "We didn't know you were who you are, sir," Dilatoriness and authoritarianism are not mitigated by sycophancy.

This year efficiency seemed to have increased, although there was still a hint of the man at the Professions and Executive Register (PER) when I told him I was looking for a university chair or a post of similar seniority in a polytechnic. "Cur!" he said. "We can't find you a job like that. You just want the benefit, don't you?"

The futile time-wasting associated with large bureaucracies still persists. Twice, in one month I was

summoned for a "random check", just in case I was no longer who I said I was, or no longer had a convenient post office at which to cash the girocheque actually paid into my bank. I had foolishly believed that the Government was cutting out waste in the civil service; but not wanting to see anyone unemployed, I did not complain.

When I was unwisely enough to inform the PER people that I had a job from January 1, and therefore did not want them to go on seeking one for me (as it they ever had), there was mayhem.

At the benefit office they told me that they must withdraw my benefit if I did not let PER go on searching for a job for me. It was only when mentioning that I was off to the House of Commons to talk to old friends and colleagues that the rules suddenly became more flexible.

Worst of all was the occasion when a glassy-eyed official began insulting an Indian in the benefit office. The normally officious clerks immediately became both blind and deaf. A timorous Sif Gin, overweight, and middle-aged, intervened myself.

Much is amiss with a society which generates racist bullies, sycophantic petty officials, bureaucrats who believe that the rules are more important than the purpose they were intended to serve, and politicians who duck for cover when the going gets rough. The education service must take its share of the blame for it helped to produce them. That is all the more reason for it to welcome back into its ranks those who for much abuse, little thanks, and no financial gain have devoted some years of their lives to sating right some of society's wrongs.

A happy and charitable 1980 to all educational administrators.

Gerry Fowler is now deputy director of the Preston Polytechnic.

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NEWS

Oxford and Cambridge awards 1978-79

This analysis of scholarships and exhibitions awarded by the colleges at Oxford and Cambridge Universities in the academic year 1978/79 follows the established pattern. Included in the tables are awards won by both men and women. The totals include awards made at the time of entrance only and exclude awards made to people already in residence at a college.

It is important to emphasize that there are far fewer awards available for competition by women at the moment and in consequence they are considered to be more difficult to achieve. This situation is rapidly changing, however, and this year a much higher number of Oxford colleges have admitted and made awards to both men and women. Many of the Cambridge colleges made the same changes just over two years ago. The result is that there are now very few single sex colleges remaining at either university.

There is a substantial increase in awards won by women in this year's figures. In view of the recent changes the increase in the number of women winning awards at Oxford is very large. At Oxford 251 women won awards in 1978/79 compared with 146 in the previous year (an increase of 105 awards). At Cambridge the numbers of women winning awards are much as last year. Women won 166 awards in 1978/79 compared with 168 last year. Four years ago Cambridge made 41 awards to women so the recent changes are self-evident. As a result, this year 103 more women have won awards at either of the two universities. The actual figures being 417 awards in 1978/79 as compared with 314 in 1977/78 and only 257 in 1976/77. Oxford University awarded 96 scholarships (including 6 restricted awards) and 155 exhibitions (including 8 restricted awards) to women. Cambridge University awarded 37 scholarships and 129 exhibitions (including 1 restricted award) to women.

The overall distinction between open and restricted awards is retained. The realizations relating to restricted awards are many and varied. A typical example is the award "closed" to a particular school, but there are many other restrictions such as the county of birth or residence of the candidate and in some cases restricted to certain parental occupations, most usually to children of clergymen.

In some instances awards have been published without mentioning restrictions, and the classifications have been determined by tracing the description of the awards as given in the original advertisement. Inevitably some discretion has been exercised but an endeavour has been made to remain consistent. The restriction on an award refers only to the limitation of the field of eligible candidates. This does not imply any inferiority of status either of the award or of the successful candidate. On some occasions

restricted awards have ultimately been made open due to the lack of suitably qualified candidates. Such awards have, of course, been shown in the open category.

In 1978/79 Oxford gave 88 restricted awards (47 scholarships and 41 exhibitions). Cambridge gave nine restricted awards (one scholarship and eight exhibitions).

Table 1 results are analysed according to the type of school from which the award winner came. The school classifications still include the "direct grant" status for those schools who were previously

in that category and are now independent. Any direct grant schools who have since become controlled or voluntary aided are included in the "grammar" group. Altogether 1,553 open awards were made compared with 1,575 in 1977/78, an increase of 22.

As the 1,575 awards were shared among 605 different schools, it is obviously not feasible to list them all here. Only schools which achieved a combined (open and restricted) total of at least four awards have been included in Tables 2 and 3.

Table 2 lists these 125 schools in the order of the number of open awards achieved. Columns 2 and 3 give the number of students at the beginning of the academic year 1978/79 who were engaged on post O level work. The numbers are recorded only to illustrate the comparative size of the schools from which the award winners came.

Table 3 lists in the order of achievement the numbers of restricted awards won by those schools included in Table 2.

Keith W. Stone

OPEN AWARDS						RESTRICTED AWARDS					
School	Oxford	Cambridge	Total	School	Oxford	Cambridge	Total	School	Oxford	Cambridge	Total
Type	Schools	Exhibits	Awards	Type	Schools	Exhibits	Awards	Type	Schools	Exhibits	Awards
G	81 (80)	123 (113)	204 (196)	I	22 (18)	14 (12)	36 (30)	I	22 (18)	14 (12)	36 (30)
IG	122 (135)	142 (148)	264 (283)	IG	12 (15)	16 (9)	28 (24)	IG	12 (15)	16 (9)	28 (24)
DG	102 (96)	95 (75)	197 (171)	C	3 (5)	2 (6)	5 (11)	C	3 (5)	2 (6)	5 (11)
O	34 (23)	52 (37)	86 (60)	Total	47 (46)	41 (35)	88 (81)	Total	47 (46)	41 (35)	88 (81)
Total	354 (349)	419 (380)	773 (729)								

The previous year's figures are shown in parentheses.

G—Maintained grammar school

I—Independent school

TABLE 2 OPEN AWARDS						TABLE 3 RESTRICTED AWARDS					
School	Pupils post O level	Sep 1978	Oxford	Cambs	Total	School	Pupils post O level	Sep 1978	Oxford	Cambs	Total
Mean	Women	Schools	Exhibits	Total		Mean	Women	Schools	Exhibits	Total	
Manchester G S	533	12	8	6	33	Dr. Challoner's GS, Amsham	301	1	1	1	3
Ston College	623	7	4	9	28	Edinburgh Academy	241	13	1	1	15
St. Paul's	583	1	2	4	10	Ednam College	143	2	1	1	4
Dulwich College	465	3	7	6	25	Glennalmond (Trinity C.)	165	1	1	1	3
Bradford GS	379	3	6	3	25	Halesbury College	305	20	1	1	22
Westminster	281	63	6	5	28	North London Collegiate	201	1	1	1	3
Winchester College	402	3	5	7	20	Radley College	284	40	1	1	42
Haberdaishers Aske's Elstree	340	1	1	6	10	St. Leonard's Mayfield	266	36	1	1	38
Latymer Upper	321	1	3	2	6	Stowe	160	180	1	1	182
Nottingham HS	237	4	1	7	12	Berkhamstead	193	180	1	1	182
Newcastle Royal GS	239	5	2	4	15	Bradfield College	193	180	1	1	182
Brentwood	312	14	2	4	24	Bryanston	154	69	1	1	70
City of London	235	4	2	6	14	Canford	120	40	1	1	42
Gundie	296	3	1	3	7	Cheltenham Royal GS	193	45	1	1	46
Rugby	350	21	1	5	24	Felsted	193	45	1	1	46
King's College S, Wimbledon	272	2	2	3	6	King Edward VI S, Sharnbrook	240	40	1	1	41
King's S, Canterbury	306	64	1	3	13	Launceston Royal GS	223	2	1	1	3
Perse S for Girls, Cambridge	160	5	2	2	4	Magdalen College S, Oxford	240	1	1	1	2
Whitgift S, Croydon	283	1	4	1	8	Malton College	340	1	1	1	2
Birkenhead	254	1	7	5	13	Reading	159	1	1	1	2
Charterhouse	330	51	3	4	12	Regent S	159	1	1	1	2
King Edward's S, Bham	223	6	2	2	12	St. Dunstan's C, Calford	154	1	1	1	2
Marlborough College	324	85	1	4	6	Tiffin S, Kingston	267	1	1	1	2
Bradford Girls' GS	90	4	3	2	2	Watford	308	1	1	1	2
Bristol GS	300	9	2	4	11	Westcliff HS for Boys	200	1	1	1	2
Merchant Taylors', N'hw'd	310	2	3	1	6	William Hulme's GS, Mchsr	218	1	1	1	2
St. Paul's Girls' S	314	55	3	4	11	Woking Sixth Form C	264	260	1	1	261
Shrewsbury	270	1	4	3	11	Abingdon	73	74	1	1	147
Southill	210	42	3	2	5	Bede's S, Peterfield	271	1	1	1	2
Uppingham	300	50	2	3	11	Bedford Modern	174	1	1	1	2
Langley College	286	31	3	2	4	Chichester Girls' HS	200	1	1	1	2
St. Alban's	231	1	3	4	10	Colliers Sixth Form College	314	200	1	1	201
Sydney S	160	1	3	2	9	Forham	265	235	1	1	236
High Wycombe Royal GS	391	35	2	4	12	Farborough Sixth Form C	150	40	1	1	41
Queen Elizabeth GS, B'ham	265	60	1	4	9	Gresham's S, Holt	240	1	1	1	2
Trinity S, Croydon	294	1	4	1	9	Hampton	235	1	1	1	2
Bedford	294	1	4	1	9	Higgin	120	2	1	1	3
Bury GS	160	1	4	1	9	Home S for Boys	169	3	1	1	4
Clifton College	264	1	2	3	8	King Edward VI GS, Chelmsford	220	230	1	1	231
Epsom College	264	30	2	2	4	King's S, Henley	157	9	1	1	10
George Watson's C, Ed'burgh	97	77	1	1	3	King's S, Gloucester	157	9	1	1	10
William Ellis	224	1	1	4	8	Kingston GS	38	66	1	1	67
Wolverhampton GS	270	1	1	6	8	Lyce Francaise de Londres	158	89	1	1	90
Ampleforth College	270	1	1	1	6	Norwich (King Edward VI)	158	89	1	1	90
Cheltenham Ladies' College	285	1	1	4	7	Peter Symonds College	350	300	1	1	301
Chislehurst & Sidcup GS	200	68	2	2	1	Winchester	223	1	1	1	2
Christ's Hospital	236	33	3	1	2	Royal Belfast Academical	192	196	1	1	197
Cranleigh	152	147	1	1	2	St. Bartholomew's S, N'bury	103	103	1	1	104
Harrowgate G S	335	1	1	1	2	St. George's S, Edinburg	138	20	1	1	21
Harrow	214	35	1	1	2	St. Peter's S, York	161	2	2	2	4
Leeds GS	283	1	1	1	2	Sedburgh	198	2	2	2	4
Millfield	273	1	1	1	2	Southend HS for Boys	198	2	2	2	4
Nottingham College	250	140	1	1	2	University College S, Harrogate	230	1	1	1	2
Perse S for Boys, C'bridge	127	1	1	1	2	Warwick	159	1	1	1	2
Wellington College	327	43	1	1	2	Windsor Boys' S	126	1	1	1	2
Reichman's (Farnham)	236	1	1	1	2	Widginton Girls' S	162	1	1	1	2
Camden S for Girls	220	1	1	1	2	Wycombe Abbey	162	1	1	1	2

Inquiry gives reprieve to pioneering comprehensive

The closure threat over Thomas Calton comprehensive in south-east London has been lifted in favour of a review of all secondary schools in the borough of Southwark.

The turnaround by the Inner London Education Authority has delighted supporters of the ill-fated school which has been dogged by uncertainty since 1971 when the then Education Secretary Margaret Thatcher halted a plan for it to be redeveloped as a pioneering community school.

Thomas Calton, under the leadership of headmaster Ron Pepper, went ahead with developing new teaching methods in old buildings and received overwhelming support from parents last year when the IEA suddenly called its future into question because of falling rolls.

Since 1974 pupil numbers had dwindled from 1,000 to 617 in 1978 and Southwark's total roll was expected to fall another 40 per cent by 1984.

Today the school's roll stands at 569 with this year's intake at an all-time low of 55.

The IEA is expected to begin its inquiries in Southwark in February in the same style as the recent Islington and Hackney inquiries lasting about six months.

Last week the authority announced the beginning of similar inquiries in Hammersmith and Fulham, Kensington and Chelsea.

Plainly we are in for another bout of agonizing about nuclear power and the safety thereof. The Government's announcement that it will sanction the building of at least one nuclear power station a year from 1982 has already provoked the Council for the Preservation of Rural England to protest.

The possibility that at least one of these power stations will be a pressurized water reactor of American design will no doubt intensify uneasiness. For it was just such a reactor that went wrong at Three Mile Island in the United States last year.

So how should level-headed people respond to what is being planned? Which of the fears about nuclear power should be set on one side, and which should be taken seriously? And with what mixture of relief and anxiety should the Government's new programme be greeted?

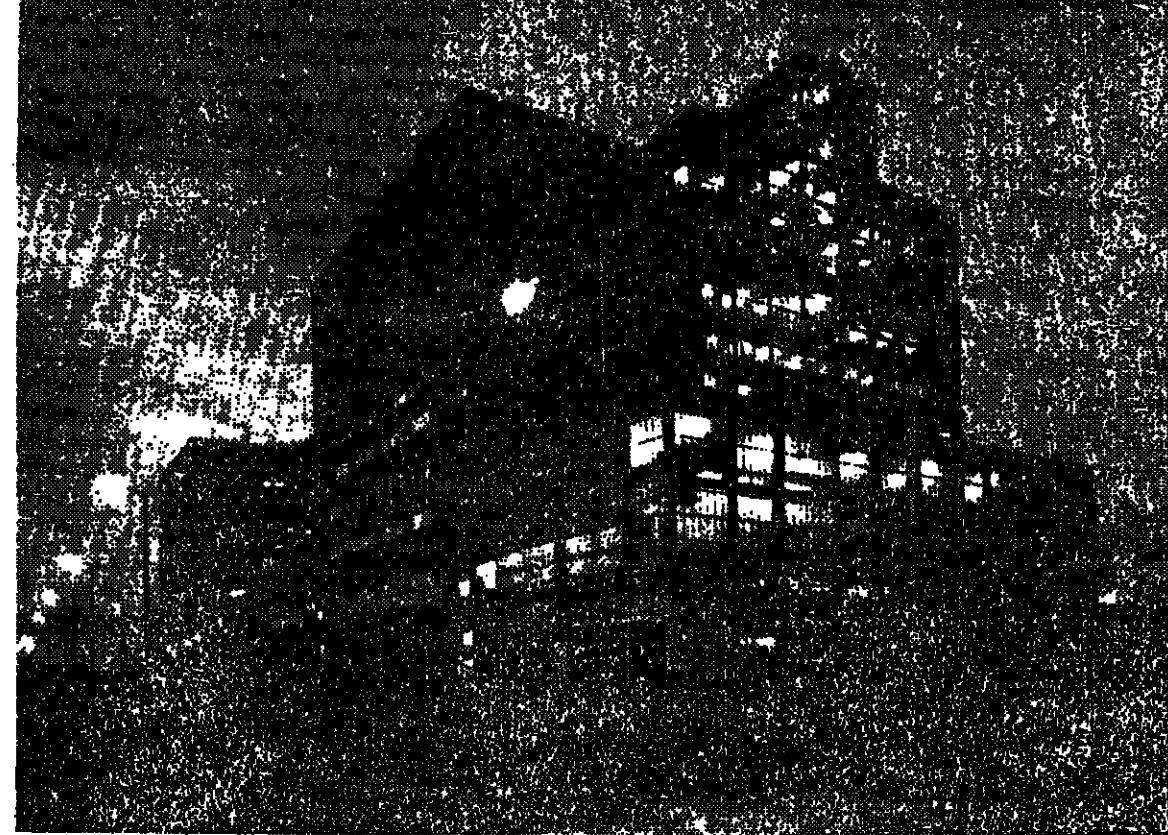
The first thing to say is surely that there can be no escape from the dilemma we have found ourselves in for the whole of this decade, but especially since 1974. Petroleum has become so expensive, and the countries which export it so well able to increase the price so as to remove the icing from the West's productive cake, that the prospects of further economic development will be in jeopardy for as long as we remain dependent on petroleum.

But there is no immediate prospect, nor any in the next two or three decades, that other sources of energy than nuclear power will be available on a sufficient scale. Predictably, wind and wave power (which are specialized forms of solar energy) have turned out to be less trustworthy and more expensive than people were hoping a few years ago. Fusion power will in my opinion certainly be shown to be feasible in the next decade or so, but there is at this stage no means of telling what the cost will be.

No doubt those who in future design nuclear reactors will be able to avoid these faults. But who is to say that they will avoid all the other traps awaiting those who would win heat from chunks of uranium? That is what people want to know. The question is entirely proper. The only way of answering it, in my opinion, is to make public the detailed analyses of the safety of the reactors which it is now proposed should be built in Britain, hitherto the secret property of the Nuclear Inspectorate. The result would not be to make nuclear power stations all that much safer, but to persuade those concerned with safety that everything had been done to anticipate what snags there might be in the design and operation of nuclear power stations.

The risk that a nuclear power station might malfunction in such a way as to release radioactivity can never be eliminated, but can be made arbitrarily small. The trouble

Science diary



Dungeness "A" power station, Kent: one of the trailblazers of the 1960s.

John Maddox
The risk business

much greater than in the United States last year. Whether, as Dr Zhorov Medvedev asserts, there was an even more serious accident in the Soviet Union in the early 1960s, remains a matter for speculation.

With the benefit of hindsight, both the reactor accidents in the West can be explained so well that the reactor designers can put their hands on their hearts and promise that the same accidents will not happen again.

The faults at Three Mile Island were more subtle but also more reprehensible. After 20 years of experience with pressurized water reactors, the American designers had neglected to fit out their reactor with a sufficient array of measuring instruments. The result was that when the reactor began to misbehave, its operators had no means of telling whether the uranium fuel was hotter or colder than it should have been. Coupled with the muddle and hesitancy in the control room, these design faults inevitably led to trouble.

There is therefore a sense in which the alternative to two or three decades of nuclear power is a kind of economic stagnation. The failure of the previous government to recognize this stark reality—and its failure to do anything worthwhile to further nuclear development—is in the circumstances quite shocking.

The risk now is rather the opposite—that the Government may wave a green flag for nuclear power without acknowledging the need to satisfy the anxieties, proper or improper, which have anything to do with the past decade's inactivity.

It is therefore important that the risks of nuclear power should not be underplayed. Everybody now knows that nuclear reactors can go wrong. Three Mile Island was the second accident of its kind. As it happens, the quantity of radioactivity released from the old military reactor at Windscale in 1956 was

is that greater safety must be paid for with cash, and clearly there is a danger that in a search for ever more stringent safety standards the cost of nuclear electricity might become even greater than the cost of electricity from petroleum. So there is an urgent need that the Government and the public (which broadly speaking, has elected the Government) should agree on some degree of risk at which it would be realistic to aim. Nobody, of course, would be happy if the outcome were a decision that a risk of a nuclear accident at a particular plant was greater than, say, one in a million in each year of operation.

One important step towards this point would be an understanding that, in the building of nuclear power stations, known technology should not be carried to its limits. The pressurized water reactor at Three Mile Island was designed to produce 1,500 megawatts of electricity; there is at least a chance that a reactor with a smaller power output would have been inherently more stable and thus, in the cost of the ideal safety precautions, more cheaply in the long run. The economies of scale may be misleading.

One of the other characteristics of the nuclear power business in the past decade or so has been the neglect of the research programme.

The risks of nuclear accidents are, however, only some of the problems that will afflict the new nuclear programme. Anxieties about the disposal of nuclear waste are understandably in the front of many people's minds. Here again, the issue is not black and white. The standard case against nuclear waste is that it requires the safe storage for tens of thousands of years of intensely radioactive material. The standard reply is that the job can be tackled without substantial risk.

There is, however, or ought to be, a more constructive answer—that intelligent research might discover ways of separating the different components of nuclear waste with the result that they could be handled separately more safely. In particular, the long-lived radioactive materials in the waste, which are the proper cause of public anxiety, could in principle be returned to nuclear reactors and used as nuclear fuel in their own right.

In the past, there has been a tendency for the designers of nuclear programmes to regard all dissent as irrational. The result has been to intensify this dissent. If the new nuclear programme is to succeed—as, for economic reasons, it must—it is important that our nuclear managers should be seen industriously to explore these—and other—constructive avenues to the blunting of people's understandable anxieties.

NEWS

Two 'super-selectives' to take 180 pupils

by Sarah Bayliss

The London Borough of Bromley has decided to create two "super-selective" secondary schools which would take 180 bright pupils every year. All other schools in the area would go "comprehensive".

Three secondary moderns and three grammar schools in Orpington and Chislehurst will merge to form two comprehensive schools while the two new schools will take top ability children from throughout the Bromley area.

A three-form-entry "super-selective" for girls will open at Newstead Wood, currently a girls grammar school. Building alterations for a five-form entry comprehensive had already begun there.

The boys' school will be at St Olave's, a grant-aided Church of England grammar school in Orpington.

The borough's Tory-controlled education committee rejected alternative schemes for three, four or five "super-selectives" following widespread protests over selection from parents and teachers, and even threats of rebellion from two

Tory members. The committee chairman, Mrs Joan Bryant, told *The TES* she would have preferred three highly selective schools, with one of them co-educational.

"Two was a good compromise, I suppose. For parents, because rather agitated about the top pupils would be creamed off. I didn't think so but many of my colleagues did. The story was blown up unnecessarily," she said.

Parents will be able to decide whether their children shall take the exam for the "super-selectives" and the first intake will be in 1981. Six per cent of 11-year-olds will go to the schools by 1986.

Mr Geoffrey Ellerby, the chief education officer, said hundreds of parents had responded to a letter he sent out describing the new system; many of them want things left as they are. The issue comes up for approval at a meeting of Bromley Council on January 14.

"The bottle is only just beginning," said Labour spokesman Councillor Ron Huzzard.

Plea for nursery law decision

The National Campaign for Nursery Education has written to Mr Mark Carlisle, the education secretary, asking for a meeting to discuss the new legal opinion that nursery education has to be provided by law.

Mrs Margaret Cohen, the campaign's secretary, said last week that the Government should give a lead and instruct local authorities to increase their nursery provision. A way had to be found to protect

existing nursery education as well. Mrs Cohen said the campaign would not be asking legal action against authorities which were cutting back on nursery schools and classes.

"It is not our function to be involved in legal action. We are not in a position to give the kind of support and financial aid which we have to increase their nursery provision. A way had to be found to protect



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OVERSEAS NEWS

United States

Testing the testers: will the truth now come out?

This week a new law came into effect compelling testing bodies in New York state to disclose answers and marking procedures. In the first of three articles on current controversies in the massive United States testing business *Clive Cookson* looks at the "truth in testing" lobby and its many and varied opponents.

WASHINGTON
For the powerful "testing industry" in the United States 1979 was a hard year. The industry's opponents, broad coalition of teacher organisations, consumer organisations and student groups, won the first legislative victory of what they call their "truth in testing" campaign.

They persuaded the New York state legislature to pass an act compelling the organisations that set college and graduate school admissions tests to disclose a lot more information about them. The test makers are required to publish all test questions and the correct answers within 30 days of reporting the results. They must also give the state department of education additional technical information about the test.

The testing industry, which is dominated by the Princeton-based Educational Testing Service (ETS), lobbied furiously against the truth in testing bill. Its main sponsor, state senator Kenneth LaValle, called the lobbying the toughest he had ever encountered, depending on "fear, instilled by unimpeachable threats". Most of the New York

educational establishment and all the universities in the state came out against it.

Yet the legislature, convinced that the testing industry was unnecessarily secretive and disinterested in the public, refused to buckle under. New York governor Hugh Carey expressed a widely held feeling when he said, as he signed the act, "the standardized tests are a very important element in one of the most critical determinations in a young person's life. Tests of this type are imprecise and open to potential misinterpretation. It must be a candidate's right to have access to his results."

Although the act took effect this week its full impact will not become clear for a few months. The sponsor of 20 of the tests covered by the law, including all those used routinely for admission to medical, dental and nursing schools and other professional health programmes, have told the state department of education they will pull out of New York unless the act is amended. "We feel it's going to have a very negative effect on many students," said a spokesman for the department, which is implementing legislation with considerable reluctance.

However, optimists expect the legislature to make enough concessions to keep many of the tests alive in New York. For example the American Dental Association has a tentative agreement with Senator LaValle, under which he will introduce an amendment to exempt the manual dexterity component of its Dental Admission Test (on the grounds that the number of possible test forms is severely limited) and it will continue to administer the test in the state.

The Scholastic Aptitude Test (SAT), the most widely taken test in the United States and the nearest thing to a national college entrance examination, will not be withdrawn. But its sponsor, the College Board, will administer the SAT on only four rather than the usual eight occasions during the first half of this year; in addition it will charge New York candidates a surcharge on top of the usual \$8.50 test fee, severely curbing flexible test dates for the handicapped, and probably drop its special Spanish language SAT.

Such cuts have to be made, the test publishers say, because the new law imposes huge burdens on them. The most serious effect of disclosure will have to be to make it impossible for them to re-use tests, an extra resource with two tests devoted to the production of new questions. Sponsors of more specialized, low-volume tests claim there is a limit to the number of valid questions they can produce, so recycling is essential.

The reluctance of the testing organisations in the United States to publish their papers after use is in complete contrast to the willingness of, say, the GCE boards in Britain to supply old papers. The reason is that they are a totally different type of exam. The

American college admissions test is a scientifically standardized multiple choice paper, which is designed to examine the candidate's general ability for undergraduate or postgraduate studies, not his knowledge or achievement in a particular subject or syllabus.

ETS and the other test makers devote a lot of time and money to making sure each test form is statistically standardized and valid, so they like to be able to use it more than once. (Of course a candidate is not allowed to take a copy of his multiple choice form out of the testing centre). Also, they argue that they need to ask some of the same questions on successive tests to make sure that a score of 400, say, represents the same level of performance year after year. That's why Americans can argue that the continuous decline in average SAT scores since the 1960s represents a real decline in educational standards.

The testing industry's threatened withdrawal of services from New York has not discouraged the truth in testing advocates from following up their victory elsewhere. Politicians in at least six other states are proposing similar legislation, and most significantly, two test disclosure bills have been introduced in the House of Representatives in Washington. After a series of hearings before the House Subcommittee on Postsecondary Education during the autumn, the bill's authors decided to delay further action until the spring, while they tried to rally their supporters for what could be an epic confrontation with the testing industry and its friends.

Federal truth in testing legislation is seen as a threat by many people outside the testing industry. For example Albert Shanker, president of the American Federation of Teachers, told a House subcommittee

hearing: "I now believe that the haste with which similar legislation was passed in New York was a mistake, even though the AFT affiliate there supported it." Mr Shanker said federal legislation would produce "national versions on tests, and I view this as one step short of granting the Federal Government the authority to approve some tests and not others—in effect to nationally control tests."

The National Education Association, the AFT's rival teacher union, has been crusading against the testing industry for years and strongly supports federal legislation. There is much cynicism about the NEA's motives, particularly in higher education.

For example, Fred Hargadon, Stanford University's admissions dean and chairman of the College Board, said the demise of national tests like the SAT would make the NEA's motives very clear. "The NEA is very happy because then no one in the country would be able to write an article saying that students don't know how to read as well, write as well, or have mathematical skills as well developed as 10 years ago, despite the great increase in school budgets over that period of time. The only way people can get some clue is if there is some kind of test, or tests, given nationwide."

Dr Hargadon said that if the validity and reliability of the SAT were weakened by greater disclosure, colleges would be thrown back where they were 20 or 30 years ago, placing greater weight on reports from the high schools.

"That in turn would lead institutions like Stanford to lean more heavily on those high schools which we know have really substantial and rigorous academic programmes."

Europe

Albania alone ignored IYC

STRASBOURG

At the end of the International Year of the Child, its European chief accused its critics of indulging in the popular sport of United Nations bashing. However, he felt the IYC might have fallen victim to a growing disillusion with declared international years.

In an interview with *The Times*, Mr J. P. McDougall, director of the International Year of the Child secretariat for Europe, said he had been surprised and pleased by the response over the past 12 months.

Thirty one out of the 32 countries in the European region had set up national IYC commissions. The sole exception had been Albania.

Many countries had passed, or were passing, legislation on child welfare and Spain had written the United Nations 10 rights of the child into its constitution, Mr McDougall said.

No large international conference had been organized because of the cost, and because of possible ideological clashes. Instead, efforts had been directed towards involving as many different organizations as possible. Many delegates to the United Nations General Assembly, debating the IYC this November, had felt that any future international years should be organized on similar lines, Mr McDougall said.

South Africa

Boards abolished

JOHANNESBURG

School boards established by the Department of Education and Training, the department responsible for black education, have been phased out following recommendations by the Transvaal United Teachers Association and the African Teachers Association of South Africa.

The unions said the boards, established to liaise between the department, inspectors and schools, were unpopular and had too much power.

LETTERS

But what about incompetent staff?

Sir—The varieties of head teacher are legion. Undoubtedly many are decent men, doing a difficult job that often demands the wisdom of Solomon and the patience of Job. There are of course at the other end of the scale the petty Hitler, ready to blast the innocent teachers of any underlings who do not bow down before them. The creation of mammoth schools has also spawned a new race of heads, some of whom seem to have ample time to spare to dash off trendy articles for the press or rush on to TV at a moment's notice to assure us that all is for the best in the educational world.

I think myself that limited tenure of office with the option of renewal for those who have earned it would be vastly beneficial to the schools. In addition, however, some kind of professional barrier needs to be erected that must be surmounted before anyone can apply for a headship. This might take the form of a written test together with an interview and perhaps even a psychological test. Such a preliminary sorting out of would-be candidates would help to eliminate the incompetent and those manifestly unfit for the responsibilities involved.

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Depressingly avant-garde

Sir—Judging from recent reporting of the Western Teachers' Centre study "Learning through Talking", I can only assume that I and countless other teachers of English are more avant-garde than we are, singly or than ever suspected.

The group of English teachers responsible for the study claim that talking has a place with reading and writing as an effective way of learning. This is reported as the study's revolutionary theory. The importance of oracy has been acknowledged for at least a decade (Britton, Wilkinson, Doughty, et al) and, as is always the case, enlightened teachers of any subject at any level have always insisted on

the crucial importance of pupil talk. The study describes cases of pupils being better able to understand literature after they have been allowed to talk about it among themselves, and cases of pupils who have challenged hypotheses in a constructive and informed way. I would suggest that there is no defensible alternative to this. If education, and more particularly the study of literature, is not about encouraging pupils to have the confidence to constructively question and challenge, then what are we doing?

FRANCIS EVANS,
Dunstable, Beds.

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Coffee table creativity

Sir—I'm not surprised that Professor Stenhouse (Review, December 14, 1979) finds his mind uncluttered by the world of Peter Abbs. He misses totally the importance of his intendedly condescending "how pleasant to meet Mr Abbs". How indeed. To read his books is to contact a truly cultured mind, an apt example of the values of sensitivity and passionately committed creativity that he works so hard to promote. By contrast, Professor Stenhouse's blandness is frightening.

He finds Abbs' ideas "unimpressive". Indeed, so much so that we're meant to think, "Nothing new. They can be safely ignored and reduced to the coffee table while we pursue the real business of studying such trendy liberalism as the nature of the role of neutral

chairman in the Humanities Curriculum Project.

Meanwhile my pupils' values are distorted by "joy" and 35 hours of television watching a week. A familiar complaint.

They're also only marginally literate. We've heard that before. Some of my young adolescents are obsessed with sex and violence, fed by *Udd*, et al. It's only what I learned recently described as the "morality borer" at its again.

Keep smiling, readers. Children are drowning but we're holding up interdisciplinary enquiry into buoyancy.

KEITH TURNER,
Mytton School, Warwick.

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Let the pupils be the tutors

Sir—One must take issue with the heading "Mathematics: Old ways are best" (December 7, 1979). What are these ill-defined "old ways" where is the sound evidence they are best and are they not still in widespread use anyway?

Increasingly many teachers find that traditional classroom procedures do not work with those pupils who have become opposed to school and have abandoned hope of ever becoming skilled in mathematics. What we need are imaginative and soundly researched alternatives.

For example, instead of saying to a class of disaffected teenagers "I am going to try and get you to teach you to add fractions" a teacher might say "next week you are each going to teach a younger pupil to add fractions". The teacher then finds a willing group of learners who, when confronted with the younger pupils, become dedicated and concerned tutors.

Here at Newcastle with the aid of a Social Science Research Council grant we are engaged in researching this kind of "learning-by-teaching" procedure. It is a means of making the learning of basic maths, both more effective and more enjoyable for pupils and teachers alike.

CAROL TAYLOR FITZ-GERBON,
Lecturer in Research Methods,
DAVID G. REAY,
Research Associate,
School of Education,
University of Newcastle upon Tyne.

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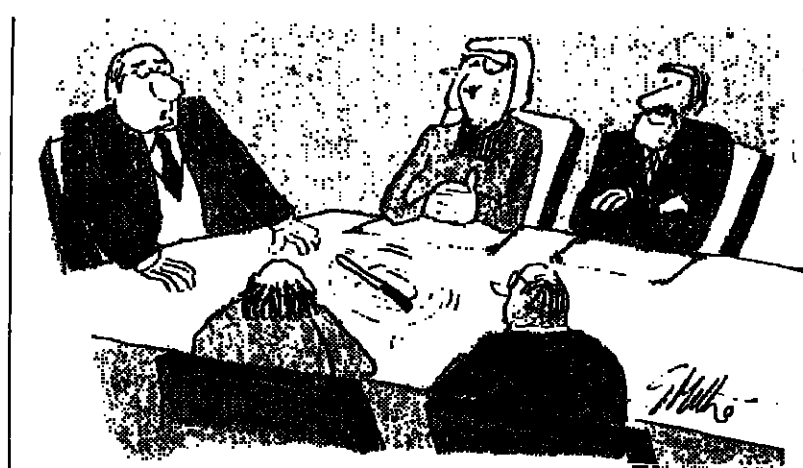
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"So he it—I'll take 3C to the zoo."

Who benefits from the great British ESL reputation?

Sir—Diane Spencer's observation about the difficulty in obtaining teachers of English as a Second Language for groups of Vietnamese refugees and Mr Grant's report on a hit-and-miss basis ("Boat people to get more help with language", November 30) beg the question: Why?

The difficulty in providing ESL for these recently arriving refugees highlights the inadequacies of the provision for Latin American refugees and earlier immigrant groups, many of whom—children and adults—still have inadequate English language skills. Yet Britain has an international reputation in the Teaching of English to Speakers of Other Languages (TESOL). To a great extent this is due to the accumulated expertise of a small number of university departments which provide one-year diploma and masters courses for teachers with some experience. However, this expertise and training is little appreciated in the United Kingdom.

Indeed, in an interview for a school post it was very clear to me that my own qualification and previous experience were considered a definite disadvantage. Most teachers and lecturers of ESL in "immigrants" and refugees are recruited on the lowest scale or grade, and few progress beyond this "low level" work. It is little wonder that they prefer to leave the field of education to those who are more experienced and to take contracts abroad: these often provide a better career structure and/or a higher salary.

Many Leas pay lip service to teaching ESL: a few commit substantial resources to it; few are committed to the recruitment, selection, and career development of fully trained staff.

DAVE PACKHAM,
Barway Road,
Chorlton-cum-Hardy,
Manchester.

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Sir—In your edition of November 30, Diane Spencer, reporting on a national conference, suggested that English language teaching to the Vietnamese boat people was in a parlous state. I am writing to you now, even after the lapse in time, because yesterday I visited here in West Sussex the former RAF camp at Thorney Island where we have received 506 refugees. I was so impressed with what I saw and learned that I felt I had to write to you at once.

On average they expect to be at the centre for about three months. None of the people in question arrived with any knowledge of the English language, and it has been a major task to cater for their educational needs. Nevertheless, we have set up a traditional primary school, and for those of post-primary age we have arranged a programme to teach English to groups of 12 for a total of 23 hours each week. For the most part, this is "social English" directed towards enabling them to take their part in society, and to introducing them to the British way of life. Also included in the programme is instruction about British institutions and organizations as well as vocational English which will facilitate their search for employment.

The centre has been able to appoint well qualified teachers, and even in the short time available for planning, we were able to produce a comprehensive supply of teaching aids. We are extremely pleased at the high level of dedication amongst the teachers, and the results to date are most encouraging.

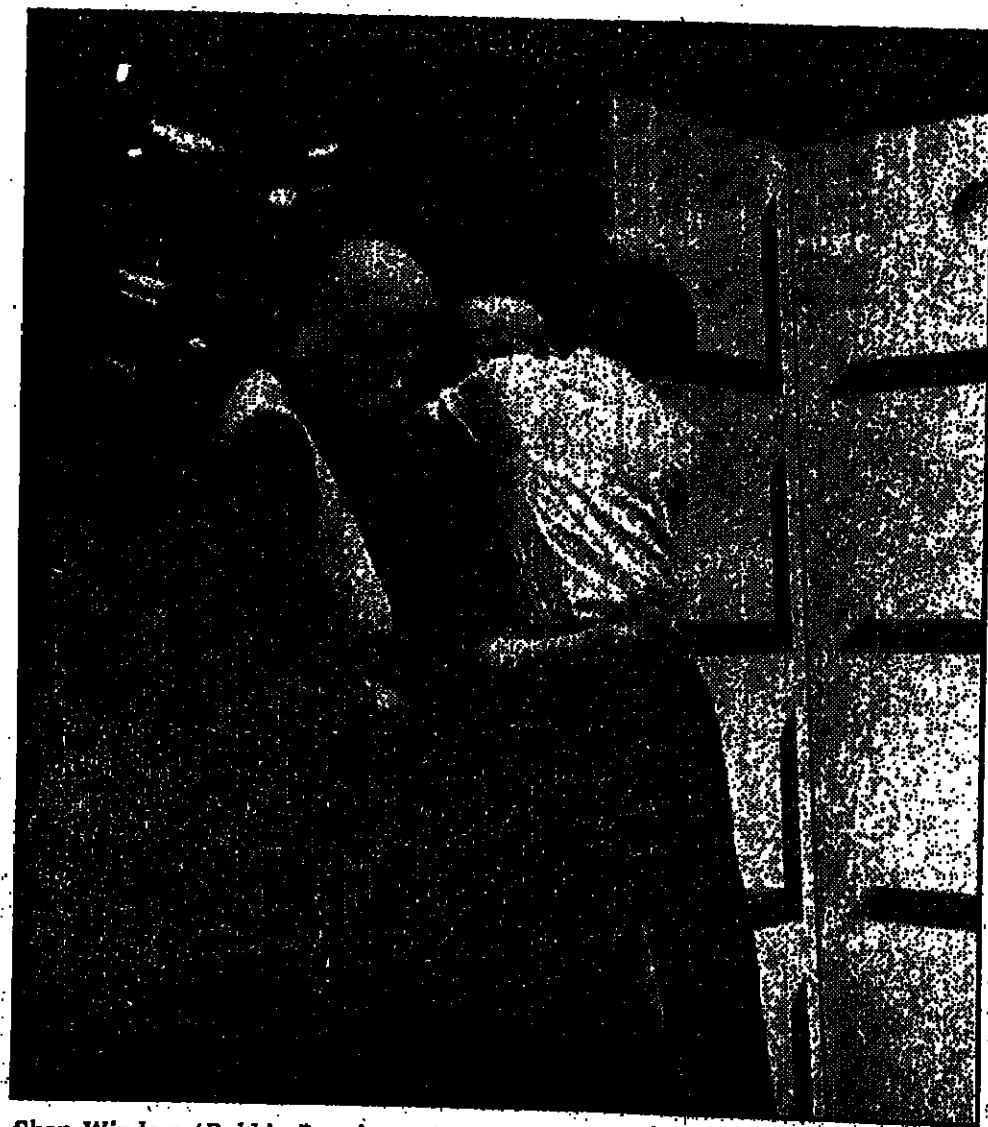
In short, our experience is that it is possible to give an intensive programme of English language training and to relate it to the needs of the refugees. We are taking an active part in various national activities to improve what we are doing, but certainly, already, these refugees are making a sound introduction to English life as well as language.

Many Leas pay lip service to teaching ESL: a few commit substantial resources to it; few are committed to the recruitment, selection, and career development of fully trained staff.

14



A week behind the lens



Shop Window (Debbie Pennington); Morning Gallop (Tim Roberts).

John Walsley describes a photographic venture with a group of children from Meridian School in Royston

This was the first time I'd spent a number of days with a group in one school. The previous one-day specials in Hertfordshire schools had shown me how difficult it is to teach anything seriously, because of the pace schools work at. Too much is crammed into too little time.

Photography is best considered and learnt gradually. Although a full week might sound a long time compared with the normal timetable allocation, it is still not easy to achieve much in such a short period.

I'd been given a group of seven fourth- and fifth-years for a complete week. My intention was to try to arrange an atmosphere which would allow things to happen. Whether they did or not would depend on the students themselves—I saw it as no part of my function to tell them what they would do.

Things were to be taken slowly. I wanted the students to change their pace and their expectations. They were used to a quick half-hour here, another there, and aimed at getting a good shot from each session.

To me the only thing that mattered was the quality of their images, not the quantity or the speed of production. I also felt it important that we spent as much time out of school as possible.

On Monday morning I took them on to the school field, to talk over what they'd like to do. They all wanted to get out and about, maybe spend a day in London shooting and visiting the Photographers' Gallery. They also wanted to visit the local racehorse stables in the town. So, after break, we walked over to talk to the trainers, who said we could take the pictures on Wednesday morning, but they did start early... 6.30 am!

That afternoon we split into two groups: one going to the heath to do landscape work, the other to the industrial estate, meeting back at school about 4.30 pm for a discussion.

Tuesday we were to have gone to London, but sheer cost precluded that, so we went to Cambridge instead, to do some street photography.

Wednesday we all met at the stables, and were busy shooting by 6.30 am. We watched the first horses be prepared and go out, then we positioned ourselves two miles away over the heath, getting soaking wet and cold, while we waited to catch the second wave gallop by in mid-morning.

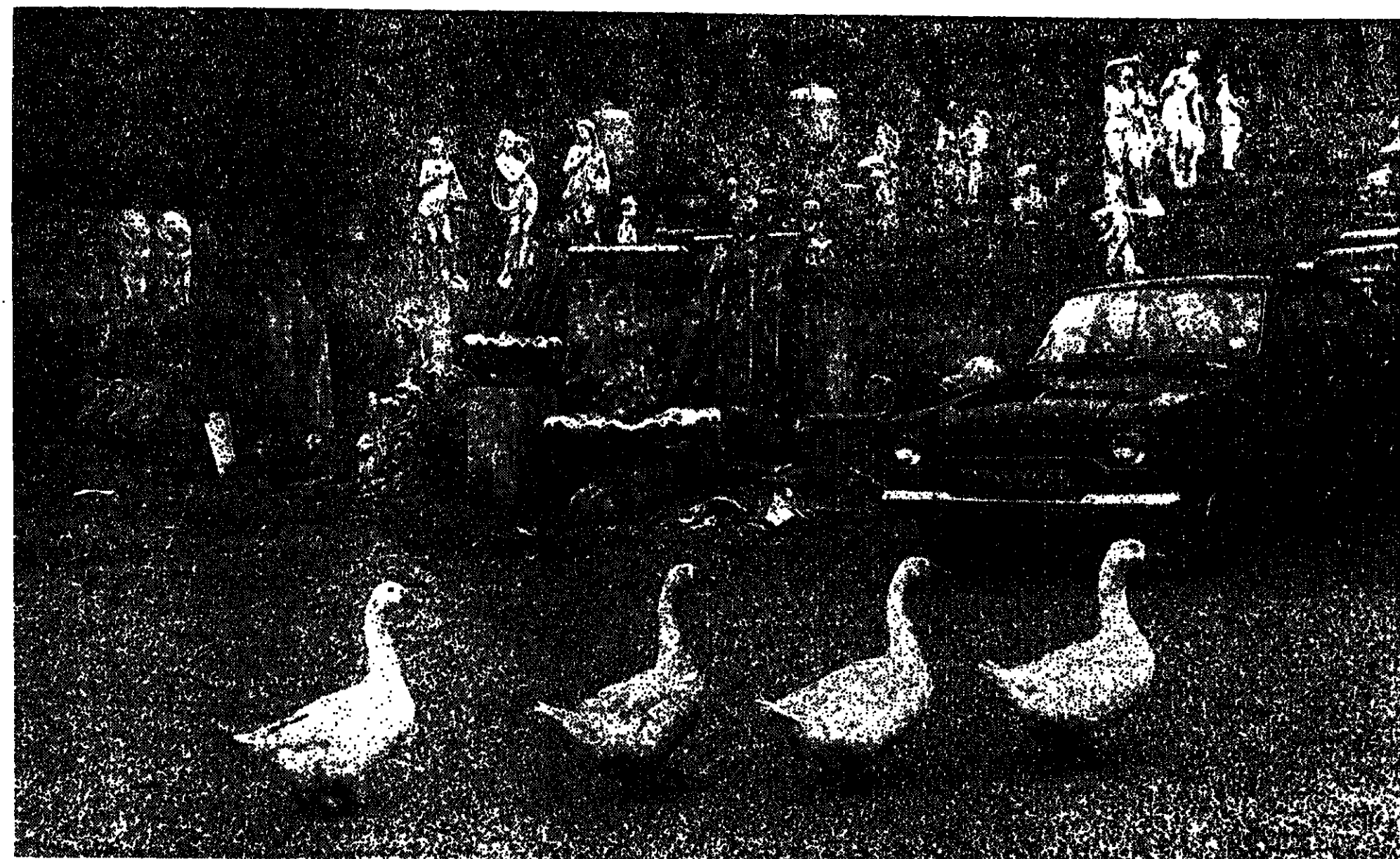
Home to dry out and change. In the afternoon we went with Trevor Ashby, Head of Art, to a yard where they make and sell imitation statues for your garden (a David for £85, a Venus with arms for £165).

Each evening the films were processed at home, so on Thursday morning we stayed at school and talked over the pictures so far. In the afternoon it was sports, and even the competitors kept shooting. Friday they all came to Digswell to print, our darkroom being bigger than theirs.

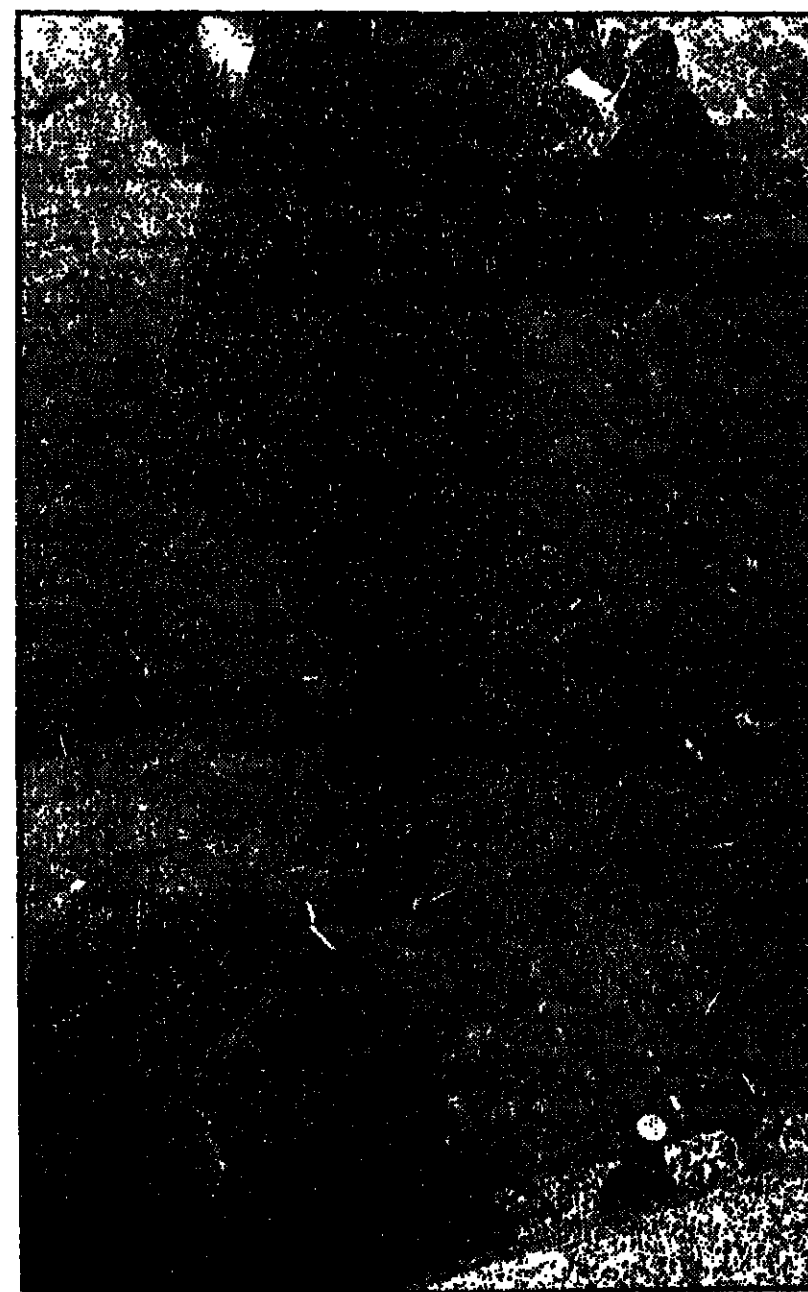
I think they all enjoyed the week. They experienced a range of problems all photo-journalists face. They also saw how much more is involved, and how many more decisions have to be taken than they dreamt.

Also, they felt how physically demanding it is (although by Friday I was more exhausted than they were). Possibly most importantly, they experienced a new sense of time related to shooting.

15



Geese and Statues (Martin Collinge).



Market Square, Cambridge (Richard Leonard).



Detail from Stone Horses (Phil Prior).

مكتبة الأصل

Literary software

The paperback marketplace has been the scene of frenzied activity over the past few years. Hilary Finch reports

"Mrs Dainty appeared behind him. She said, 'John, you damned old boring fool, I'll never forgive you for this—never. What the hell are you doing anyway in my house?' Dainty said, 'Come away, Castle, I'll buy you another owl, Sylvia.' 'It's irreplaceable, that one.' 'A man's dead', Dainty said. 'He's irreplaceable, too.'"

This, in case you didn't realize it, is "Unpardonable Grease" — a part of "his new bestseller" — the best of the best, the best novel ever written. Everything between the quote marks comes from a half-page advertisement in a glossy monthly. The *Human Factor* sold out an edition of 150,000 copies prior to its October 25 publication; another 125,000 copies were printed before Christmas and, with the film on release this month, sales of the tie-in will be close to a million.

This is how paperbacks are being marketed and sold today. While Jane Austen and Thomas Hardy sit sedately in their art gallery jackets, mass market titles — from Kane and Abel to Tom and Jerry (to quote a double-page spread advertisement from Boots the chemist) are competing hard and fast with playboy magazines, chocolates, soap, tights, buckles and spades; they are emblazoned with Raybans, ink, foil blocked, die cut — and always full-front facing.

The very nature of the paperback — its size, shape, appearance, price, has caused it to be caught up in a process of moving and mimicking and processing trees, making millions of units to various recycles and delivering them to millions of pockets and minds" (*Illustrator Magazine* No 28). The repercussions of the paperback revolution of the last 10-20 years is still reverberating through the book trade at wholesale and retail level — and through British industry as a whole.

Penguin, with about a third of the paperback market, sold 40 million copies last year on a £28.2m turnover; Pan estimate 30 million; Fontana, with about 15 per cent of the UK market, report 24 million copies for their last complete year with a 27 per cent unit sales increase; Corgi report 20 million copies, Granada 16.1 million and Coronet made £6m in the UK alone in 1979. Sphere, which was at one point in danger of shutting down completely, has now multiplied its turnover by almost three times in three years with a steady 9 million copies sold in a £5m turnover. And paperback publishing is proliferating: Future, NEL, Quartet, Oxford Paperbacks, Faber Paperbacks, Macmillan's Papermac Methuen, Unwin — the names go on and on.

"Original" — books especially commissioned by paperback publishers — are on the increase, especially in the field of TV tie-ins (Coronet, Fontana, Pan) and academic books (Fontana's Modern Masters and their History of Europe). They take a lot of money and effort — but, as the publishers' output is original and smaller, publishers have their fair share. The gap between hardback and paperback publication has been narrowing over the last two to three years and simultaneous publication is increasing. In all these ways, the paperback industry is having a considerable effect on hardback publishing: paperback sales stimulate the editor's direction taken by hardback publishers who depend a lot on income from subsidiary paperback rights. Michael Attenborough of Coronet thinks the two sides are closer together than some people in the business realize. In many cases, it still needs the success of a hardback to make a paperback viable: the hardback gets the reviews and the paperback the sales.

Allen Lane started the game in 1935 by taking a conscious step to produce long runs of books very cheaply and with the widest possible distribution. This, rather than its paper covers, was to be the essence of a paperback book. In 1938 Pelicans were born — pocket reprints of hardback and originally commissioned work. In 1940 Penguin Classics appeared — Puffins, the first children's paperback imprint in the world; Penguin Classics came along in 1945. A year later Pan was founded; in 1952 the United States company Bantam entered up Corgi over here as a subsidiary, followed in the next year by Fontana, started by the late Sir William Collins as a popular paperback imprint for his own company.

The sixties saw a great boom in paperbacks. Penguin gave themselves a new look with illustrated covers and the birth of the new English Library; facing growing competition they spent much more on promotion, and vastly extended their market. Fontana



non-fiction had just got off the ground at Collins, closely followed by Coronet at Hodder; Corgi changed their management and were widening their list from 1962 onwards. Panther was born at Granada in 1965.

Children's paperbacks were an integral and very important part of this growth. At one time no more than 50p a piece, at a price and format perfectly tailored for pocket money, train journeys and school books, it is still expanding enormously. Puffin sales have now reached over 10 million a year (last year alone an extra two million copies were sold). Fontana, who started Armada, their popular children's paperback imprint in 1963 and followed it with Lions (quite a surprise) in 1971 and Picture Lions in 1973, now holds 25 per cent of the children's market and are selling over seven million copies a year. Picolet (Pan), Deagon (Granada) and Knight (Coronet) are also going strong.

Increased numbers and types of books have led, of course, to increased numbers and types of outlets and the distinctive ways of distributing paperbacks has had its effect on the book-selling industry in general and the editorial and production directions of paperback houses in particular.

In the 1960s three major forces changed the face of paperback publishing: W. H. Smith was adapted to primary paperback marketing, with all books in forward-facing display; other chain retailers followed and, contributing greatly to the display and streamlining of stock in all the major chains. While high street bookshops are still vital, important outlets, especially for the broadly-based publishing house (Fontana distribute 34 per cent of their stock through them), wholesaling through central warehouses is becoming increasingly important. Outlets direct from a wholesaler want different types of salesmen, so Pan, for instance, train a "commodity like anything else", says their managing director, Ralph Vernon-Hunt, "if it can logically sell in a food shop, then there it should be".

Three of the most interesting manifestations of the ever-widening market-place are the increasing promotional budgets, an emphasis on book design and the rise of the "instant book".

No longer does a single eye-catching poster

advertise a lead title: point-of-sale material can include shrink-wrap packs, streamers, models, elaborate display bins, badges, tea shirts, and a constant bombardment on radio, television and the press. Pan's total promotion budget in 1979 was not far short of £1m. Fontana spent over £500,000, Penguin in the past two years in particular, while Granada describes its promotional activities as "very aggressive".

Peter Mayne, Penguin's chief executive, speaks of the importance of making products visually distinctive covers fit the visual vocabulary of the broader market and of their change in many cases from the use of masterpieces covers to the depiction of fictional heroes and hints of the plot. He believes in his covers to keep alive reissued back-

Large format, highly visual books are all part of this movement. Penguin is increasing its list (Beryl Cook, *Ray Scrimshaw*, *Far Pavlova's Picturebook*, for instance) while Pan, Corset, Larsson, Escher — is more cautious, believing that this is something that has been overdone already in the United States. Where paperbacks have flourished physically with the ephemera of television and radio advertising, instant books, with their immediate, quasi-journalistic appeal can, if expertly timed, prove bestsellers. Corgi publishes the Warren Commission report (published 36 Guyana Massacre (11 days after the first news broke) — but this is almost entirely through the enormous purchasing power of the parent company, Bantam. Philip Flamant, their managing director, thinks it's a great fun, but strictly for quick sales. Of course, many instant books are instant only in their timing — they may have been researched for two or three years before and then popped off the presses at the crucial moment: Corset's books on Churchill and Idi Amin and Fontana's new book on Jeremy Thorpe are three such cases.

Vernon-Hunt at Pan admits that he is always tempted to do an instant book but doubts their real value at any level, while Coronet, who sold 25,000 copies of a book on the breaking of oil sanctions to Rhodesia, questions whether it is really worth all the energy and expense. Penguin have made one or two attempts with books on Ennabla and the Israeli war, but it's not really up their street.

The marketplace expands, competition increases, more is spent on promotion and UK monetary sales are, for most publishers, still increasing. But everyone recognizes that the boom of the sixties and early seventies is over. Unit sales have been decreasing on the whole over the last three years, partly because of consumer reaction to sudden price increases after their being held down for too long. Last June the rate of UK returns, increased dramatically as consumer money tightened up after increased VAT, and through the summer shops docked. In September Bookwise and W. H. Smith applied more rigorous selective buying policies: if a book doesn't sell, it comes back straight away. Returns have, in fact, been growing steadily for the last three years.

And while higher prices give an increase in sales value, substantial rises in revenue are absorbed by increasing costs (Coronet is seriously thinking of transferring its production out of this country) and Penguin is not generating enough cash to provide for the replacement of their current net assets despite selling 500,000 more books last year. Their actual sales rose from £10.6m to £19.2m from 1974 to 1978 but, adjusted for inflation, the sales value remains at £10.6m.

But things are most gloomy on the export market. With the strong pound and the weak Australian dollar, British books priced correctly for the UK — already suffering from unemployment, inflation and a slump in consumer demand, UK publishers are making less and less money on exports just to remain competitive and returns are hourly high — often at over 40 per cent compared with the usual 10 to 15 per cent. How has the change in public demand and in economic climate been affecting policy making in paperback publishing? And what will have to change?

A quick glance in any shop window or in any publisher's catalogue shows at once how important the lead title, the big mass market blockbuster has become for every paperback publisher. Total sales begin to move when one individual book establishes quick ready income and instant reputation for a company. And this can happen through a shrewd far-sighted commission (Penguin's *Kites*) a TV tie-in (Fontana's *Prince Regent*), a sensational nifty (Corgi's *The Exorcist*) or the new offering of an established writer.

But how much does this sort of thing accurately reflect public demand — and how much is it a wise policy on the part of the publishers? Michael Attenborough (Coronet) regrets the demand, often from young, inexperienced buyers, for what's new, what's big, the overblowing and overexpanding on a lead title, far beyond its sales capacity and at the cost of prejudicing the chances of good new writers.

Philip Flamant (Corgi) says the entire publishing industry is just publishing too many books. They alone send out 450 a month and he admits that the average number of pockets is 300 at the most. Publishers seem unanimous in believing the industry is suffering from overpromotion and overkill.

So what should be the way forward? Three new year resolutions emerge. Backlists of steadily selling stock titles must be worked thoroughly both to enter for a proven basic consumer conservatism and in build the financial resources to buy the same hit-to-be their "crazy prices", says Vernon-Hunt, "but to stay in the business one has to be a survivor. Older publishers are obviously at an advantage here (even Corgi has 1,300 titles on its backlist), but newer companies like Granada, Future and Sphere are also building up solid stock lines."

All paperback companies are concentrating on fewer authors and doing better for the publisher — building on those with reliable track records. Michael Attenborough confesses that "the problem of just landing something on the market without anything running for it but the publisher's enthusiasm gets harder and harder."

Proliferation in all forms must decrease and the books that are sold must be sold harder. Corgi hope for two or three fewer titles a month, Pan at the moment produce 240 new books a year and Penguin 450 — but even that may be too much. All publishers have to print to closer estimates, on shorter print runs. Penguin has for too long been selling stock at unrealistic prices to reprint several times a year rather than several years at a time.

It is salutary to remember that the reading public still forms a very small percentage of the total population and shop space is highly competitive. But as John Hitchin at the publishing house of the day, the creative well — as there's no drying up of the creative well — who's full of surprises? Vernon-Hunt, who's been in the game since just after the war, is still a firm optimist. "I still believe", he says, "that whether times are good or bad, there's always going to be that 5p in people's pockets for the book they want."

And what will they want? Nostalgic war, romance, self-help, ecology, sci-fi? Most publishers admit that when it comes to prophecy they haven't a clue. "It's like betting on the Derby in three years' time", says Pan Newmarket Corgi. You can see how paperback publishers get hooked.

New lamps for old

Heather Neill reviews Christmas theatre in London

Turkey, Morecambe and Wise, the Queen, snow never quite making it on cue: Christmas for most people is a time of comfortable familiarity. The surprises are few and far between and if a "show" is to be part of the family celebrations it is usually chosen for its fortitude in surviving generations of children. Sometimes this applies to the production as well as to the basic idea: Dick Whittington proliferates; Toad goes on for ever; Toad of Toad Hall, this year at the Old Vic, still has the apparently indestructible 85-year-old Richard Goulden as Mole for the umpteenth year.

Peter Pan is the other perennial offering which, having the virtue of predictability, can be safely booked in advance. This year, at the Shaftesbury, there are changes, though the result shows the operation of scissors rather than a fresh mind on the text. The nursery is familiar, the beds where they always were, Peter's shadow might be the very same as in 74, or 77 — or 37 for that matter — the crocodile is as stiffly unfrightening and the scene changes as laborious as ever. But the mermaids are gone, except for a token fish lady with nothing to do, the lagoon is missing, Tiger Lily's part and the relationship between Peter and Wendy diminished. One feels cheated by the extremely short second act (what is this, an ice-cream shop with cabaret?) and that the still horrors like the particularly lifeless front-of-cloth animal ballet. The Indian dances are fun, though, and the flying pretty convincing despite the usual dorsal lumps.

Gayle Hunnicutt is every dad's dream of a legacy principal boy, but James Villiers' Captain Hook never escapes the spirit of the city gent. Mr Darling; his practical gear sits uneasily on him, so that he is actually nastier as the daddy who cheats in taking his medicine than the fiend of the Frisky Cat.

David Woods's plays are swiftly becoming as traditional as mince. There are 10 in various regional theatres this year and London sees the return of *The Gingerbread Man* (Routledge Theatre), the musical tale of the Swiss clock cuckoo (Bernard Cribbins) who,

suffering from laryngitis (or "a toad in ze throat"), is destined for the dustbin. His adventures, all of which take place on the top of a Welsh dresser complete with Gargantuan mug, sugar lumps and honey pot, involve a naval salt shaker (Tim Barker), a swinging pepper grinder (Pepsi Maycock), a newly baked gingerbread man (Tony Jackson) a tetchy tea bag (Jaqueline Clarke) and a wide-boy mouse (Kath Vennart). There is plenty of conflict between these before the Old Bag is sweetened, the gingerbread man saved from human consumption, the cuckoo cured and the gangster mouse safely imprisoned but all their knees shake at the Victorian tones of the Big Ones, the human voices off.

Mr Wood's trick of taking a miniature world and investing it with humour, danger, suspense, life-size problems and plenty of singable tunes — wins hands down over the all too common alternative for children: a watered down, sentimentalized version of the grown-up world. The cast rise to the challenge here and ably support Bernard Cribbins in a fast-moving production by Jonathan Lynn.

Sandy Wilson's *Aladdin* at the Lyric, Hammersmith, is a case of new lamps not always being better than old. It sets out to be not a pantu but "a musical comedy for children" based on the original story from the *Arabian Nights*. Music there is plenty, but comedy is in short supply despite a twinkling and inventive Dame (Sara Bobb) and dirty jokes played by Joe Melia, a mincing Geni of the Ring (Belinda Lang) who all but asks if you are being served and a gorgeously green Geni of the Lamp (Martin McEvoy) with gold sun-burst hair permanently on end. The costumes and sets are charming, in a style that is a marriage of Oriental and thirties European. There are numerous magical puffs of smoke, a charming Princess (Christina McKenna) who might have come out of *The Boyfriend* and an Abanazar (Aubrey Woods) who is quite sinister enough to collect a grating number of hisses.

But, for all this, and some splendid tunes, the result is not satisfactory. What we have is a hybrid, a musical comedy that looks as if it would like to be a pantu. At present, children do not seem to be considered sufficiently — for a start, the show lasts three hours, and one cannot help wishing that the barrier between stage and audience might be breached. Perhaps Joe Melia,



Aubrey Woods as Abanazar, Christine McKenna as the Princess and Joe Melia as Widow Tung Koo Chung in the Lyric Theatre's "Aladdin".

who makes one swift foray into the front row, wishes so too; he is a caged genl obviously capable of developing a rapport with an audience of all ages, but he is restricted by the specifications of his part. Among the other seasonal theatrical fare in the London area there are various pantomimes, Dick White-braided. Perhaps Joe Melia,

did tunes, the result is not satisfactory. What we have is a hybrid, a musical comedy that looks as if it would like to be a pantu. At present, children do not seem to be considered sufficiently — for a start, the show lasts three hours, and one cannot help wishing that the barrier between stage and audience might be breached. Perhaps Joe Melia,

Life-lies, life-dreams

John James

When we are Married by J. B. Priestley.

National Theatre/Lyttelton. Uncle Vanya by Anton Chekhov. Hampstead Theatre. The Wild Duck by Henrik Ibsen. National Theatre/Olivier.

When we are Married serves to celebrate Priestley's eighty-fifth birthday in 1979 and Robin Lefevre's production does the old man proud. The action takes place during a September evening about 70 years ago. In Alderman Bellwell's house in Cleckleywey, a town in the West Riding, three couples meet to celebrate their joint Silver Wedding Anniversary: married on the same day by the same parson. Having bettered themselves, achieved some standing in the community, self-congratulatory pride is much in evidence. A few moral words to rebuke the apparently philandering church-organist, and the dismissal of a disrespectful daily-help, suffice the only discord in a day of celebration. The solid ground of moral respectability and secure social status is carefully laid.

But the organist refuses to be put down and the fun begins with his revelation, overheard by the fractious daily-help, that the anniversary couples were not properly married. One of the couples, a young man, a regular attendant at the church, is a day of celebration. The solid ground of moral respectability and secure social status is carefully laid.

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gon Clara; downtrodden Alice reviles stingy Albert; the elder man's Blackpool fling arrives to remind him of his promise to marry her if he was free. The twists and turns of the well-laid plot produce surprise and laughter time and again.

Beautifully designed, rich in character sketches, skilfully directed and acted the production shows the NT in fine form. And the Tiny Timmers' Trio adds its touch of period magic to a production that is well worth seeing.

The same can be said of the new version, by Pam Gems, of Chekhov's *Uncle Vanya* directed by Nancy Meckler. A retired Professor of Arts revisits the country estate he inherited from his first wife. In his absence it has been run by his daughter (Sonya) and brother-in-law (Vanya) both from his former marriage. Vanya's mother, his old nurse and Yelena, the professor's young wife, complete the family. Two friends: Waffles, an impoverished landowner, and Astrov, a disillusioned doctor, turning to drink are in regular attendance. The ground of moral respectability and secure social status is carefully laid.

But the organist refuses to be put down and the fun begins with his revelation, overheard by the fractious daily-help, that the anniversary couples were not properly married. One of the couples, a young man, a regular attendant at the church, is a day of celebration. The solid ground of moral respectability and secure social status is carefully laid.

play just doesn't move anywhere", seemed justified after the first two acts. But the subliminal forces worked strongly in the remaining two acts and we were left at the end sad and elated, wondering at the frail brave humanity of humankind. With an impressive cast, the tensions underlying the play were brought out well in the direction, and Alison Chitty's simple setting rooted it in provincial Russia, suggesting space even where this stage has none.

Tensions are totally lacking in Christopher Morahan's production of Ibsen's *The Wild Duck* in Christopher Hampton's new translation. Its central weakness is the playing of Gregers (Michael Bryant) whose lack of moral fervour gives no drive to his crusading obsession against the life-lies. His smiling, tentative moralist offers to real to be challenged, no threat to be feared, no force to be resisted. Consequently Old Werle, Gina and Relling have nobody to pit themselves against, and there is nothing to draw Hajmar and Hedvig irresistibly to their doom. Only Ralph Richardson strikes a spark of poetry from the play: "The forest will have its revenge" was utterly believable.

When I saw this play for the first time in 1955 it moved me profoundly and changed my way of thinking. Among other things, Michael Gough made me detect the destroyer of the life-lie. I learnt the necessity of the life-dream. This nevertheless production merely sent me (and others) to sleep.

Captain's log, stardate one-four-eighty

Philip Bergson reviews 'Star Trek'

Notwithstanding evil Criticisms' As a television narrative, its efforts to footholdly zap it with destructive review-phases, *Star Trek: The Motion Picture* (distilling from "Star Trek—the Soap Powder") seems destined to re-lessly to fulfil its maximum box-office performance capabilities. Before its London launch, closet Trekkers thronged the pavement with the other maguiged denizens of Leicester Square eagerly seeking time-and-space coordinates (tickets) for the blast-off. In America, whence the original—the adjective is approximate—television series emanated a decade ago, the 40-million dollar movie achieved instantaneuous impact financially, but they do PhD theses about *Star Trek* there, so success obviously represents the triumph of the American educational system.

There is a certain timelessness about interstellar Westerns (though the movie, at 135 minutes, seems to run for ever). The coup-de-grace, upright, well-manicured multi-ethnic crew of the Starship USS Enterprise voyage through limitless space in the 23rd Century spreading American values to alien planets and beaming back investigative reports (imagine the row at *The Times* if journalists started doing that here) to base at San Francisco, apparently the cruising capital of the world in more ways than at present.

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A cuddle and a bottle and a book

Edward Blishen reviews an unusual educational dissertation

Cushla and her Books. By Dorothy Butler.
Hodder and Stoughton £3.95.
340 22768 0.

I can't imagine that many studies have emerged out of dissertations for a Diploma of Education more important and stirring than *Cushla and her Books*. When, coming to the end of your reading of such a thesis, did you last feel like cheering, quite loudly, or enjoy a sensation of enormous encouragement?

Doubts were expressed as to the advisability of Dorothy Butler's embarking at all on this study. The subject, if such a blank word may be used of someone so valiant, is a genetically damaged child: the author is her grandmother. Wasn't it too personal, her supervising professor in the University of Auckland wondered? As it turns out, the combination of personal involvement and scholarly objectivity makes it a model of what an educational dissertation ought to be. It gives to carefully verified truths an entirely suitable warmth, overlying a very proper passion.

Simply, *Cushla* was born, in 1971, to young scholarly parents, and was, item by item, discovered to be gravely disabled. The revelation of one kind of damage led to the revelation of yet another. It all sprang from a genetic defect occur-

ring at the conception of her father, and not affecting him.

Cushla could have been abandoned, on apparently quite humane grounds, to a twilight condition—perhaps permanently hospitalized. But her parents would not have it. Instead, they resolved that she should be held closely at all times unless actually asleep. (She rarely slept, poor child, for more than two hours at a time.) Never in any circumstances was she left to cry alone. They would see what total care could do.

It was from desperation as much as anything, *Cushla's* mother confesses, that they turned to books for help. Natural, in a family that ran a bookshop. But the Yeomans didn't hope that books would have great effect. Among other problems, there was that of *Cushla's* power of focus. Her field of vision was 18 inches. For her to see the printed page at all involved the most careful placing of a book.

Let it be said at once that *Cushla* was "a puzzlingly exceptional child in many respects". Given her handicaps, she might understandably have become an embodiment of raging frustration. In fact, she is a most good-natured, dogged child. One of the scrupulous qualities of Dorothy Butler's study is that she doesn't suggest that *Cushla's* story provides a recipe that all similarly placed parents could follow with

similar results. *Cushla* was able to set against her unspeakable handicaps, her peculiarly sturdy personality. And yet . . .

And yet, I mean, one cannot be sure of establishing exactly the sequence of cause and effect. The fact is that *Cushla* was provided, by books, with an entrance to reality and the double worlds of the everyday and the imaginative that might (almost certainly would) otherwise have been denied to her. At first she was drawn to text rather than to illustrations. The text provided sharply visible images. Her concentration was intense. And she began to overturn all the laws of a baby's way with books. At nine months she was showing, by movements of her head, that she knew that a book was upside down. (Normal children of this age display no such awareness: perhaps, says Dorothy Butler, because it doesn't really matter to them.) A few months later this child who could not sit up, and lacked the normal use of her arms, was turning pages rather than detachedly inspecting them, as is the habit of the undamaged child. She was also displaying a premature understanding of what is meant by "the first sound"—b for bat, c for cat, and so on.

These mechanical feats and achievements of understanding are startling enough, especially if one remembers that they were not merely mechanical or matters of simple comprehension: that is, that

Cushla would not have risen to them had not more been at stake than some triumph over motor or other limitations. The more that was at stake emerges from the rest of the story that Dorothy Butler tells (ending in 1974, when *Cushla* was nearly four, but in a final chapter carrying the hard-won and very real cheerfulness of it up to 1978).

By her books *Cushla* was provided, from her damaged watchtower, with a most improbably commanding view of the world. So she was able to apply to her own condition a phrase about "books in toppling towers". She accumulated, from her reading, a repertoire of threats (much needed by threatened babies). "And now I am going to also eat YOU!" From Wanda Gág's *Millions of Cats* she took a statement about "hundreds of cats, thousands of cats, millions and billions and billions of cats", and used it. That is, she uttered it, as an expression of delight, well-being, and general exhilarated understanding.

It is something that emerges triumphantly from this study: that the best of them, may act as loud-speakers for a child's sense that he or she understands. From books, *Cushla's* case establishes, a child leaps miles ahead of himself. In terms of general understanding, this lovely brave *Cushla*, aged three or so, was able to use correctly three phrases as doing nothing in particular, or "an amazing sight". It was books that gave her such phrases.

Cushla was cruelly limited as to vision, and even more cruelly as to

sound; and yet, given this fearful handicap, books enabled her to understand the world. It is anyone's back to the wall, was typing the life of the smallest human being, here is the defence. It is provided by a genuinely human member of the human race. Her grandmother supplies, among other things, a deeply interesting list of the books that *Cushla* read. *Cushla* herself provides the only possible hint, recorded by her mother: "Now," she was heard to say to herself, "I can read to Looby Loo, 'cause she's tired and sad, and she needs a cuddle and a bottle and a book."

And if anyone thinks *Cushla* might have been turned into a book-reading addict, let them reflect on her mother's cry of delight on page 63. At three years plus, says Dorothy Butler, she was able to last to *Cushla* to join friends; and "I almost never need to read to *Cushla* when we spend a day in town. . . . She is too busy playing with her toys." Which happens, in this instance (and I'd generalize it at the drop of a hat), to be the best imaginable case for young reading. For bringing about a vital collision between the very young, whatever their condition, and books.

I should add that Dorothy Butler has much to say about the qualities that make a book a good book. Under this intense and particular scrutiny, valuable conclusions emerge. No one concerned with books and the young will fail to be cheered and most usefully informed by Mrs Butler's quite unadventurous dissertation.

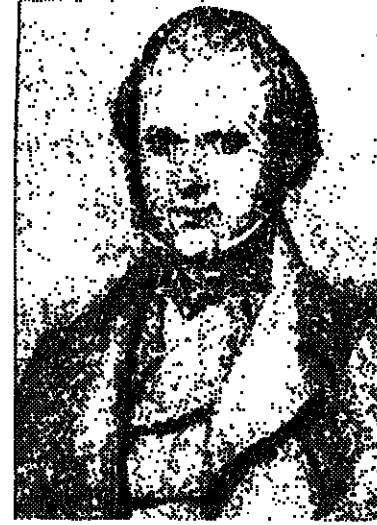
Natural and unnatural selections

Mary Jane Drummond on Darwin and some successors.

The Illustrated Origin of Species. By Charles Darwin. Abridged and introduced by Richard E. Leakey. Faber £8.95. 571 11477 6.
Darwin and the Mysterious Mr. X. By Richard Leakey and Roger Lewin. Collins £6.50. 00 219502 X.

When is a book not a book? When is a collection of papers all previously published elsewhere, often more than once, none of them more recent than 1872 and most of the rest dating from the fifties. Add three papers published in the 1830s by an obscure naturalist running a drug business in Footing, and you have all the ingredients of *Darwin and the Mysterious Mr. X*; the naturalist is Edward Blyth. Loron Eiseley was the first to see the dramatic possibilities of Blyth's three papers, which anticipated by some years Darwin's concept of natural selection. They were published in a journal which we know Darwin read, and yet he never specifically acknowledged or referred to them.

However, only two of the papers in this volume deal with the relationship between Darwin and Blyth and the other items (on Lyell and Wallace for example) seem to have been included simply to make up a big enough book to print. But there are compensations in this unorthodox collection: Eiseley's style is elegant and entertaining; it is a book and the young will fail to be cheered and most usefully informed by Mrs Butler's quite unadventurous dissertation.



Charles Darwin as a young man, four years after the return of H.M.S. Beagle

annotations in the margins of journals. Of course, he is thoroughly at home with nineteenth-century evolutionary theory, so that he distinguishes precisely the crucial differences between Darwin, Blyth and Lyell. It's illuminating too, for example, to see how he sets the case of the mysterious Mr Blyth into the context of Darwin's relation to all his forerunners.

Eiseley argues that perhaps Darwin's rejection of his forerunners was in part an accidental result of the sudden need to publish pre-empted by Wallace's letter of 1858. Darwin wrote to one correspondent: "You must remember that I am now

publishing an abstract and I give no references". Eiseley contrasts this attitude with Darwin's voracious reading habits and quotes passages from Darwin's autobiography in which he describes his complicated reference system stored in 30 to 40 large portfolios.

This is the point at which Richard Leakey begins his introduction to a new edition of *The Origin of Species*. He argues that the remarkable breadth and depth of the original text is not only to Darwin's years on HMS Beagle but also to how immensely well-read he was. And Darwin was convinced that his contemporaries could profitably have imitated him in this: "I have often thought," he lamented in a letter to Hooker, "that Science would progress more if there was more reading." Richard Leakey is attempting to ensure that there is more reading of Darwin himself at any rate, and his methods are predictable. Cut the book to a third of its original length (by eliminating Darwin's tendency to Victorian wordiness); pepper it with illustrations; add a few explanatory notes and a short introduction; and post it off to the Rainbird Publishing Group for some glossy packaging.

Well, it is glossy, and some of the illustrations are delightful, especially two giraffes eating a thorn tree, who seem to be in the very act of acquiring a Lamarckian adaptation of individual knowledge. And, of course, Leakey's intentions are perfectly honorable. He attempts to bring Darwin before the modern reader by explaining how recent research has extended our understanding of the problems Darwin faced. His introduction is a neat account of how some of Darwin's problems have been resolved

and how others still occupy biologists today. He marches briskly through the state of the science since 1859, via Mendel, Weismann, Watson and Crick and industrial melanism. He dismisses Kauffman (in the Koestler version) and Lyenko with admirable brevity. He deals equally succinctly with altruism and sociobiology, and in spite of occasional lapses into esoteric talk ("Darwin initiated a multidisciplinary research programme . . .") the introduction is an efficient summary of recent themes in the study of evolution.

The illustrations do beautifully demonstrate the extraordinary variety of the evidence Darwin marshalled, though some are harder to justify than others. Copulating animals are well represented—frogs, snails, butterflies and tortoises—but the most effective pictures are those few that genuinely illustrate an argument. Even with all these inducements, however, Leakey's edition is unlikely to rival the extraordinary success of the original: the entire first edition was sold out on its publication day.

When Darwin urged scientists to read more widely, he did not imply that all their reading would be equally profitable. There are some books and *People of the Lake* is one, that really cannot have any effect on the progress of science, and are unlikely to do much for the understanding of the problems Darwin faced. His introduction is a neat account of how some of Darwin's problems have been resolved

a half million years ago; and for author, choose the man who was actually there, uncovering the fossilized skulls of our ancestors. Yet the result is a disaster. The first disarray of human-interest is an appalling mixture of human-interest and journalism ("It was Bush's very first day surveying for hominid fossils. Gray was hot, tired and hungry . . .") and pseudo-scientific jargon ("some two million years ago (there were) three different types of hominid (who) probably experienced eyeball to eyeball contact with each other").

Second, the sequence of events is so hopelessly muddled that the way in which fossil remains from different sites have contributed towards a unified interpretation, is completely obscured. But third, and most important, it is only in the first five chapters that the authors make any attempt to transmit information or interpret findings. The rest of the book is a wildly speculative ramble through evolutionary problems such as the origin of human intelligence, language, and sexuality. These are problems of much greater complexity than can sensibly be considered in a book of this kind, which, perhaps unsurprisingly, lacks a bibliography.

The only entertainment is a welcome piece of Archaic-bashing, in the section where Leakey and Lewin postulate the evolutionary importance of man the hunter, rather than man the gatherer. Apparently the turning point in man's history was the invention of weapons, or of tools for preparing meat, or the invention of the carrier bag. Unfortunately, as the authors admit, there are "no signs of this major technological revolution in the archaeological record."

Retreat from optimism

Cyril Bibby

Schooling in Decline. Edited by Gerald Bernbaum.
Macmillan £3.95. 333 23294 1.

Six of the seven authors of these essays hail from that Leicester school of educational thinking founded by the late Jack Tibble, so one is not surprised by their cogency of argument and meticulous documentation. It is a pity, then, that their writing is sometimes turgid, otiose and repetitive.

The authors "have doubts about the rhetoric of the educational debate of both the early 1960s and the late 1970s", and their general theme is that recently there has been what they call "a retreat from optimism"—or, as I should prefer to say, an evaporation of euphoria. The editor believes that there is no real prospect of the ideological disputes in this field being settled by empirical scientific evidence, and therefore urges the need for "a greater sense of what might be the unintended consequences of our beliefs and claims". Much discourse on education, as he rightly says, "is inflated, irrelevant and obscure". The discourse in this volume is certainly not irrelevant.

David Pile's opening essay documents the demographic and economic determinants of educational demand and provision, and he considers why the optimistic expansion of the sixties has come to such an abrupt end. He notes how simplistic was Lloyd George's 1918 assertion that "an educated man is a better workman . . . and a better citizen". What he does not say is how many words, although it is clearly implied, is that many of the expansionist arguments of the economists and sociologists half a century later were at least equally naive.

Garry Fowler writes on the politics of education, analysing the interactions of the various educational lobbies and power-groups which have sometimes been not only the servants of their own inter-

ests but also the slaves of their own preconceptions. He documents by the power of the purse and the power of veto) has exercised vastly more control over the educational system than a mere reading of the relevant statutes might indicate to be within its powers. He seems strangely loath to recognize the extent to which the 1976 Act denied local authorities of the powers of local decision.

Tom Whitehead and the editor follow with an examination of the dilemmas of the teaching profession during the successive periods of growth and decline. They say some perceptive things about the outbreak of teacher militancy during the period of local expansion, with ideologies often masquerading as pedagogic theories.

The relations between education and industry are dealt with by David Roeder, who remarks upon the close resemblance between the arguments produced during Mr Callaghan's Great Debate and those presented towards the end of Victoria's reign. But, in those days before even liberal thinking had been tainted by totalitarian conceptions, no educationist would have dared to write of "the autonomy of schoolteachers being delegated to them by government".

The fifth essay, by William Anthony, surveys the evidence for theories, and concludes that it is superior (or even equal) attainment in the three R's is concerned. Finally, Robin Barrow concludes that we really must get back to basics. "We do need to put stress on literacy and squarely back on promoting literacy," he says, "and, of course, numeracy. Yet, of course, literacy demolishes much of the non-tenacity of the deschoolers, perhaps they were right in one thing, namely, that the real basics are might do well to return to Ruskin's view that 'education does not teach people to know what they do not know; it means teaching them to behave as they do not behave'."

Rise and fall

Anthony Masters

History of Rome. By Michael Grant.
Faber £4.95. 571 11161 X.

First published in 1978 and now revised for paperback issue, Michael Grant's *History of Rome* is a complete and authoritative study as you could wish for in barely 400 pages. Despite its brevity, it covers the history of the Empire right through to AD 476, and does not shrink treatment of literature, fine arts, social conditions, philosophy and religion, including a fine section on Jewish Christianity.

With a life's work of books behind him, Professor Grant is the perfect man for the task, bringing a masterly grasp of language to bear on fully-ripened judgments. Consider his tribute to Augustus: "the hitherto unimaginable rhythmic sublimity, and sonorous majesty of this poetry, extracting from the Latin language its ultimate, complex potentialities of emotion and sound and artifice".

—or his shrewd, pithy character-sketch of Cleo. Non-specialist readers will know, instinctively, that they are in safe hands. Inevitably, as in most one-volume surveys, there is too much ground to cover; it often seems like a précis or perichd of something far more interesting. The absorbing and dramatic period from 133 to 44 BC is all over in 50 pages. But the detailed interest of historical episodes is not Professor Grant's concern; his aim is to present a portrait of a civilization, which gradually builds up through three episodes. He not only shows what teachers in more than 150 Waldorf schools throughout the world work — a theory of child development according to which the powers of the child's mind, expressed in the world of thinking, feeling, and willing, unfold in three seven-year periods. The first, formative phase lasts until the child loses his milk teeth around the age of seven. Puberty, at about 14, completes the second stage and at 21 the infant traditionally becomes the man. The special needs of children who are choleric, sanguine, melancholic and phlegmatic require that education should be individualized and spiritual elements of development

Paperbacks

Patterns on a white page

Brian Holmes on comparative education

The Way of a Child. By A. C. Harwood.
Rudolf Steiner/Pharos Press £1.60. 85440 352 3.

Rudolf Steiner Education: The Waldorf Schools. By Frances Edmunds.
Rudolf Steiner/Pharos Press £1.60. 85440 344 2.

Education in Modern China. By R. F. Price.
Routledge and Kegan Paul £3.95. 7100 0295 5.

Some educationists look forward to the day when one paradigm will serve all their needs and allow them, like Thomas Kuhn's normal scientists to carry out their day-to-day activities without worrying too much about the theories which inform their work. The books reviewed here should dispel any such notion if need there be to do so. They are of interest to a comparative educationist because from very different theoretical perspectives similar practices are legitimized.

Education in Modern China illustrates how practices persist in spite of changes in theory. *The Way of the Child* and *Rudolf Steiner Education* show how practices in education may be influenced by little-known theories. Central to Rudolf Steiner's pedagogy is the concept of "recreating this unique phenomenon", but believes that the story is a lesson for the modern world. That partly explains the generous space given to the "decline and fall"—but he is no 19th-century doom. For him, Roman history also shows "what a tightly knit community can achieve by mutual co-operation" and "the possibilities of self-expression" for individuals within that community.

Debatable issues. But Professor Grant is too scrupulous an historian to let any message colour his historiography proper—and of the quality of that there can be no doubt.

in accordance with the rhythms of living.

These theories justify practices which would find favour among many progressive teachers today. For example, formal education should be avoided during the first phase. For the child play is not just pastime, it is his world of work and fantasy. His toys, simple and rough so they can be clothed with fantasy, and the stories he is told should form his feeling, will and thinking. The transition from the general character of the milk teeth to the highly individualized character of the second teeth symbolizes a profound metamorphosis in the organism. Between seven and 14 the power of feeling is truly born; fear is enjoyed, the real and imaginary worlds are separated and feeling is bound to will.

During this phase, the class teacher's role is paramount. He teaches English, history, mathematics and science first thing each morning to the same children throughout this period. Specialists teach languages, music, eurythmy, handicraft and so on, so that every child meets several teachers and every teacher sees several classes. During this phase subjects and experiences are introduced as appropriate so that in effect the child "recapitulates the biological laws of the human race and follows the entire history of man". At 14 he is at the threshold of the modern age and his subsequent education develops his intellect and will.

Marks and obvious rewards are eschewed; praise, advice, correction and a spirit of emulation are encouraged. Learning is delayed until the child is ready to do so. Streaming and the sense of failure it induces in many children is avoided. Specialization, examination syllabuses and the doctrine that learning is not wisdom but passing examinations are deplored. Contact with nature and the world of work on farms and in factories is encouraged. The harmony of art and science marries feeling and thinking.

Many teachers today would

accept these practical prescriptions. They may not agree with the theories from which they are deduced but perhaps a majority of them, at least in our primary schools, make an effort to put them into practice. Traditional practices persist more obviously in secondary schools. It is the light these two complementary books about Steiner's theories (*The Way of a Child*) and Waldorf school practices (*Rudolf Steiner Education: The Waldorf Schools*) throw on the relationships between theory and practice that makes them interesting.

For the same reason, I am pleased to draw attention to the second edition of Ronald Price's well-received book on *Education in Modern China*. In an additional chapter, *Education after Mao?*, Price shows how, in spite of Mao's efforts, traditional patterns of thinking and practice are hard to change. Teachers have their own vested interests and, regardless of political pressure, manage to go on in the same way regardless. Mao's efforts to use education to produce new socialist consciousness were thwarted in practice according to present day critics by the gang of four. The failure of the Communist party in education, however, should not surprise comparative educationists who are well aware of the powerful conservatism of some national systems of education.

Price reviews the debates which have taken place since Mao's death. These and the whole thrust of educational reform in China based on a clearly articulated pattern of theories illustrates as Steiner's work does, that no theory of education informs practice, that new theories even with massive political support are not easily translated into practice and that new practices may have their origins in vastly different theories.

None of these books will induce a Kuhnian revolution in education, thought. They do, however, make me wonder whether, after all, Rudolf Steiner's influence on education has not been greater than that of Marx or Mao.

BACKGROUND THROUGH LANGUAGE

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"Enthusiasm and purpose" continued

teachers do encounter—the organizational challenges presented by the new modes of working. In some north-east schools such group work was an innovation.

More common were the problems of sharing out the audio-visual equipment: if some groups were speedier (or less ambitious) in their programmes, they could get bored waiting for the other groups to catch up. And it could be difficult to find enough activities in a simple film or television project to occupy everyone in a group.

More interesting, however, was the challenge to the teacher's authority when pupils investigated for themselves. The audio-visual media can act here as a kind of catalyst, changing the relationship between teachers and taught.

But apart from these effects, and apart from one or two inappropriate topics, many teachers have been impressed by the benefits to the pupils, a judgment supported by the project's evaluator, Lewis Owen of Huddersfield Polytechnic.

The report will have many examples to show how "this kind of education can dramatically change the way youngsters see themselves": pupils of low academic ability blossoming out, developing new skills and confidence and improving their basic skills.

One advantage of this activity—its immediate interest—is that it is communication for a real purpose. While most that is conventionally produced within a school is solely directed at the teacher in the familiar role of examiner or adjudicator, these films, tapes or slides have a wider audience—other classes, teachers, or even parents and governors.

The need for grammatical rules, for instance, now becomes manifest. One pupil, given a script to read in front of the television camera, complained at the lack of punctuation that made it impossible to phrase properly. The group revised the script, adding the punctuation.

Linking this activity to a major curriculum subject is not merely a cosmetic attraction. Although some teachers think their progress

through the syllabus was slower, many apparently think that the activity encouraged pupils to have a deeper understanding of what they discover.

Shelia Graber comments: "The thing about animation is you've got to understand the process if you are going to do it. If you don't understand the process, you can't animate it."

Graber's confirmation came when one girl had difficulty animating the movement of blood through the heart. Looking at the textbook diagram, she just could not visualize the blood movement. When she and the art-teacher consulted the biology teacher, it was discovered that there was a valve missing in the textbook diagram.

Weiss and Lorac reflect how often that mistake may have been overlooked by pupils around the country.

At Tyndeside High School's videotape on mining, in the television programme *Making a Living*, illustrates, audio-visual media gives pupils ample chance to integrate factual understanding with some

kind of emotional and creative comment.

Although the project and the schools were relying on existing equipment to determine the choice of media, several teachers have confirmed the need for a medium which pupils could control and which imposed some discipline.

Although St Leonard's has video equipment and Bill Parker had previously done video work with his non-examination boys, he found they could exercise greater control over tape-slide.

Shelia Graber stresses the value of the careful planning needed for animation. Some "live action" filming was also involved but the animation was achieved by superimposing and "pivoting" effects which conserve the use of film-stock and require greater precision than normal filming.

Most of the evidence for the project's report comes from these north-east schools but it is confirmed by subsequent experiences around the country.

Despite economic constraints, the prospects for extending such audio-

visual activity in schools do not seem that bad. There is still under-used equipment in schools and the cost of software has proved a problem. The decline of the tertiary sector may indirectly help secondary schools by releasing a certain amount of redundant television and other audio-visual equipment for use by local schools; the television equipment used by Durham schools was left over from a college "renovation", for example.

The project's directors see the importance of in-service and pre-service training, but the project's strength (as with all such curriculum ventures) ultimately depends on its influence on what teachers do in the classroom.

So it is encouraging that the project's influence on many of the North-East schools has well survived the project's termination to the south. Indeed two colleagues of Shelia Graber's from King George's Comprehensive, South Shields, have now moved to other schools and are starting to develop similar work there.

"Set from the small screen"

British television is acknowledged to be among the best in the world, and this is due partly to its tradition of producing and screening "single plays" (that is, "one-off" plays that are not constructed to fit the demands of a series or serial). This art form was perhaps at its peak in the early 60s when commercial companies such as ATV, Granada and ABC Television (as well as the BBC) were producing four or five new single plays a week between them.

Commercial pressures in recent years have resulted in such plays becoming something of a rarity on TV: after all it is much easier to sell advertising spots within a long-running serial than within an unknown play; and it is financially much more lucrative to try selling a series rather than a single play on the over-the-air market.

Even so, the single play survives, and (because it is among the most expensive forms of television) it often represents the crispest and least indulgent dramatic writing around. Partly this is because television blunders the theatre for new talent, looking around the "Fringe" for experimental and promising writers, who are seized and then helped to produce the incisive script that will win a skirmish in the battle of the ratings.

All this is little different from the

Elizabethan battle for the South Bank audience. Just as a new play from Willy Shakespeare would excite the town, so a new Dennis Potter or David Mercer or Alan Plater tele-play is watched with interest.

Sadly though it is usually only a few press critics who give such plays any serious or constructive attention. Academic criticism is rare or smacks of Ludditeism.

I am not asking for special treatment for the television play. I am certainly not asking that each new play be murdered by dissection in literary criticism seminars. All I am saying is that the best television drama is the most thoroughly researched and polished dramatic writing of today; and that there is nothing academically superior in writing a stage play (or a sonnet) compared with writing an original television script.

Of course poor writing does find its way onto the screen but then bad plays are performed on stage and bad verse finds its way into print. What is important is that we help pupils and students to distinguish between the good and the indifferent.

Nothing is done to develop their critical faculties if we ignore what is obviously the largest and most successful form of drama—we are simply reinforcing the all-too-common impression that set hooks and literature studies have little to do with the real world.



A still from "Judith", one of the Handle with Care series, available on 16mm film and Philips VCR cassette.

MAKE UP YOUR MIND

Carolyn O'Grady reviews some of the health education and discussion films now available

Showing a film in a lesson is still regarded by some teachers as a soft option to be avoided or welcomed depending on individual temperaments. Over the years, however, educational film companies have demanded more and more of the teacher. Films have got shorter while the expected preparatory and follow-up work is longer.

This is no more evident than in the relatively new genre of discussion starter films on questions of moral outlook, health or religion. Only the teacher with energy, imagination and the right information will appreciate the good ones; to the lazy teacher they will yield nothing.

Such films usually come with copious teachers' notes and instructions. The showing must be preceded and followed by discussions which, if they are to be useful, have to be imaginatively and sensitively led. The outlook of the new starter films is one of important respect; they take as their starting point that everyone has to make up their own mind about the issues they deal with and in many ways choose for themselves the sort of person they want to be. Preaching and facile answers are usually avoided.

These films are becoming available from an increasing number of sources, but there are two main producers representing an interesting contrast in the way they operate and the style of their films. Liberation Films are housed in a small, rather dilapidated office in an unfashionable part of London. They work mainly with community groups but have also made a number of "Trigger films" for the

Health Education Council and other bodies on subjects including VD, alcoholism and mental health.

Liberation Films do occasionally employ actors, but more often than not the films are made with non-professionals, often groups of children, and they tend to be unscripted. Unlike most other films on the same subjects, Trigger films have very little information content and don't adopt an admonitory attitude to any of the issues. Neither do they stick rigidly and matter-of-factly to the occasionable subject of the film. Discussions on the latest series of Trigger films on smoking could range over relationships with adults and with peers; growing up, death, old age and the passing of time as much as on the difficulties of giving up the nicotine habit.

The subjects of the five films in the series are diverse. The first, *One*, for example, is about a young boy's attraction for a girl in his class who smokes; he learns to smoke to please her, but finds her attitude ambivalent. The second, *The Morning*, is an unscripted discussion by a group of young people aged between 14 and 17 who talk about growing up and self-concepts. And *The Grandmother* is a study of the relationship between an old lady and her granddaughter.

Opinions about Trigger films vary considerably. Critics complain that they are sometimes too long and rambling and, which they are, if the only criteria are technical expertise and good acting. Trigger films, they say, are rather bit and miss in their effects

continued on page 24

Health Education Films

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SMALL SCREEN TEXTS

Why not a television script for English O level, suggests David Self

One particularly depressing sound still to be heard in the land is the English don who, while lecturing on Shakespeare as a truly popular dramatist whose plays could pack the Globe any afternoon, scorns television drama simply because it caters for a mass audience.

More people see a single transmission of a television play than saw all of Shakespeare's plays during his lifetime. Similarly, a modern drama must fill a theatre six nights a week for 30 years in order to equal the average audience of a *Play for Today*.

Perhaps it is precisely because of these facts that there are still those who believe television drama to be intrinsically inferior to any other art form and to be unworthy of critical study. Of course much that appears on the small screen is best forgotten but the drama should not damn the total output, nor should we forget that the Newsom Report made "a strong claim for the study of film and television in their own right" and that the Bullock Report pleaded with schools to make work in film and especially television a normal part of their study.

The proliferation of video cassette recorders and the fact that publishers such as Hutchinson Educational, Longman and Eyre Methuen

are making television playscripts readily available mean that the study of television is nowhere near as difficult to manage as it once was. Of course it is possible to say that a script is no substitute for a video recording, but the fact that a play script is only a kind of notation for a theatrical performance has not prevented the examining boards from setting theatrical scripts for study. So when will a GCSE board dare to set a television script for study in an English literature O level course?

This is the real point. The study of television should not be confined to a ghetto labelled "media studies". Obviously such courses have much to recommend them. Many useful projects have been undertaken to help pupils appreciate how the television channels are controlled and how the schedules are built up; to see how bias can enter current affairs programmes or how issues can be kept off the screen; and to consider the social effects of television. But valuable though the sociological approach is, all too often it ignores the artistic aspect. Just as mathematics and business studies have embraced the new technology, so must literature.

continued on page 25

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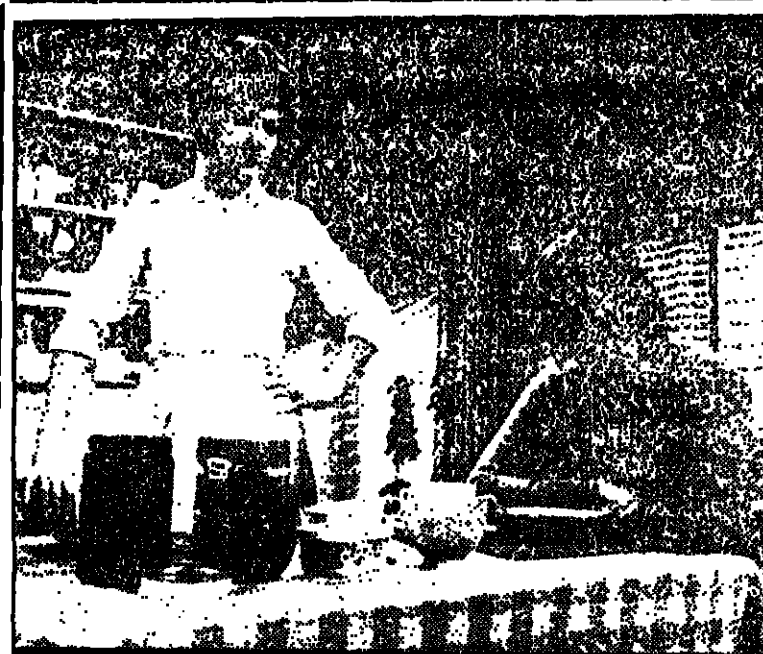
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"Loving and Caring", a World Wide Picture made for the Family Planning Association and the Health Education Council. Part 4, "Mother and daughter".

"Make up your mind" continued

because the motives of the characters are often left ambiguous. Some say they are too oblique or complain that a subject like smoking does not allow room for much equivocation or ambiguity.

On the other hand, many groups and individuals find them useful. Richard Byrne, Director of Grapevine, an action research project sponsored by the Family Planning Association and others, describes the Trigger film on VD the most effective of its kind.

The film was notable because it puts great emphasis on the old wives' tales and misinformation with which the principal character is misled. This has the effect, Byrne says, of alerting young people to the need to get the facts. For this reason "no lazy teacher could ever use it".

Another series of films made for the Health Education Council and FPA represent a style similar to that used by Liberation Films but in some ways markedly different.

Last October, World Wide Films produced a 35-minute film in four parts which looks at teenage attitudes to sex. The teenagers taking part are not actors and a lot of the film was unscripted. But skilful

editing of a great deal of material has resulted in tight, effective, short programmes.

In the first part we see a teenage couple arguing about having sex. In the second the boy discusses sex with his mates and in the third the girl gets conflicting advice from two school friends. The final programme shows a scary scene between mother and daughter and a discussion between the girl's parents.

The films would not lead to the breadth of discussion which often follows the showing of a Trigger film, but then sometimes the teacher would prefer to keep argument within narrowly defined limits. There is evidence that these films have been effective prompts for a discussion on attitudes to sex.

Films for the energetic teacher in search of material for moral education or general studies are also made by the Centre for Television and Radio Communications which is found in a large, well-equipped, modern complex near Watford. The centre's approach, however, is quite different from that of Liberation Films. First they produce much glossier products. The centre's films are technically first class and

use accomplished actors and excellent script writers.

CTVC's Crisis and Drama series look at how a group or individual reacts to a crisis or problem. The films state the options reasonably clearly but end with the question unresolved. However, they usually far from put statements, the options following, for example, the discovery that one's mother is dying of cancer (as in *Don't Tell Mother*). Many of them offer explorations of the issues and not a particular moral line. Judging by the often impressive and characterisation excellent.

Judy in the *Handle with Care* series is the tale of a young girl from an affluent home who is shop lifting. Her attitude is sympathetic but in the light of the attitudes her family stands for, her society, understandable. Judy mentions that her father fields taxes. "Everyone does it so why wrong with me nicking a £5 dress?" Her mother's reaction is to materialistic—"all her life we always given her everything. Now her father's is to be someone to keep the matter out of the papers."

Judy is not one of CTVC's subtle films. The script is clichéd and in the character of Linda we have a too obvious representative of the good. However, undoubtedly will produce a discussion on the materialism, hypocrisy of our society.

Better, more sensitive and interesting is *A Home From Home*, about a couple in their late 40s with a 12-year-old daughter and a 10-year-old son. The daughter is a spina bifida baby. The mother can't come to terms with the situation and becomes obsessed with baby to the exclusion of the other two members of the family. To father, whose motives are as complex as the mother's, the baby is a spina bifida baby. The mother can't come to terms with the situation and becomes obsessed with baby to the exclusion of the other two members of the family. To father, whose motives are as complex as the mother's, the baby is a spina bifida baby.

The film portrays a situation which most of the children watch it won't meet, but it induces them to the kind of complex and diverse reactions to a topic which they will come across soon or later. In this broadening of experience about human nature, their reactions, it fulfils the primary role of this genre of discussion prompters.

ALL PART OF THE SERVICE

Hugh Morris on the JLEA Television Studio Workshop

A three-camera television studio with full vision and sound mixing facilities is exciting for children and educationally valuable. London schools can use the TV Studio Workshop—part of the JLEA Learning Materials Service.

The pupils are expected to provide a crew of three cameramen, floor manager, director, vision mixer and sound engineer, who are supported by the workshop's two staff, a teacher-producer and a technical manager. Teachers are able to commission the studio facilities to suit the work of their pupils.

In many secondary schools certain subjects, such as English, drama and social studies include a study of the media, while others have established courses in communication and media studies in their own right. Television dominates pupils' lives and it tends to become a main feature in such courses, which may centre on a study of broadcasting structures and programme formats, and analyse content critically.

But there is also a need to understand the medium as originators, not just receivers. It is only when pupils have something they want to say and can explore ways of expressing this as an effective television communication that they really come to grips with the possibilities and limitations of the medium.

Much practical work can be achieved in a school which has access to simple equipment. A single camera and recorder with an assemble-edit facility can develop an awareness of the construction of images and their juxtaposition, while two cameras can extend the experience by providing alternate viewpoints.

In this way pupils can develop considerable ability in making programmes involving interviews,

simple demonstrations and the use of captions. What is lacking is the opportunity to simulate the range of drama, documentary, magazine and entertainment programmes which forms such a large part of the output of the television networks.

Production studios allow pupils to try a full range of programme styles and to work to the limit of their technical ideas and technical abilities—though working in black and white, with a limited floor area, basic sets and very small budgets provides its own restraints.

Whatever the level of previous practical experience, groups begin with a half-day session of familiarisation with the equipment. This is sufficient to enable them to return to the studio to make their first programme.

The class teacher, when commissioning the television workshop, will have discussed how the studio project relates to the course work in school. The activity can be designed to give experience of technical operation, of presentation styles, of acting for television and of script-writing. Attention can be concentrated on one of these by giving ready-made solutions to the others, so that a prepared script can highlight technique or presentation and standard camera positions and shots can leave the group free to concentrate on content or performance.

Often the teacher chooses not to predetermine the emphasis but to allow the studio staff to develop an area that arises. Depending on the course further visits may be arranged to offer training in specific techniques or further opportunities to make programmes.

All groups should gain valuable experience with certain basic skills. Material and ideas have to be organised in such a way that they can be communicated to everyone involved, both through the script and

through instructions during rehearsal. Roles need defining and rehearsing to be allocated. Patterns of communication have to be developed within the team and an appropriate hierarchy has to evolve; you cannot hold a committee meeting at the time you want to change the script. Decisions must be made and responsibility accepted for them; the resources available or a particular team member's lack of experience may call for compromise.

"Will it be on television?" is a question that is often asked about the programme being made. It is not, as the programme will not be broadcast, but this leads to a discussion of transmission, requirements of a signal meeting broadcast standards, and even of union membership with its associated training and career structure.

On the other hand, the only way to show the programme is through a television set. This opens up a whole question of non-broadcast television. The present boom in videocassette machines means that people can be informed, educated and entertained at other times and in other ways than the broadcast plan. Also there are many further opportunities for promoting training and communication at this has a growing significance, directly related to employment.

As a result of its operation over the past six years, the TV Studio Workshop is becoming a centre for the exchange of ideas and information. A small collection of examples of non-broadcast material is built up with the monitoring of output of BBC and ITV; up-to-date information is kept on low level industrial video equipment; opportunities are made to discuss and challenge the ideas of established television professionals. In these ways, the workshop aims to give support for teachers and a total pupils.

A LIFELONG INFLUENCE

Paul Close describes the mixed ability media studies course at Colley School, Sheffield

How can you justify the inclusion of a media studies course on an already crowded secondary timetable? After three years' teaching, and now running such a course, I think I have found a practical and relatively inexpensive way of answering this question.

Nearly all pupils are experienced consumers of the professional techniques of television production. Obvious perhaps, but once they are made conscious of this, the critical sophistication of response of even the least academic students to an amateurishly produced programme can be astounding.

A few months ago I asked a group to criticise a news-magazine style programme which I had been involved in making during a week's in-service course the previous summer at the local polytechnic. After only minimal prior discussion of the techniques of television production, pupils were asked to list as many critical points as they could while viewing the 20-minute programme.

Without exception each pupil managed to spot 10 separate points, some as many as 20. Points such as shadows on the caption boards, camera shaking and too slow for the script, noises in the studio, unsuitable colour for backdrops, etc.

This exercise, more than any other, has convinced me of the value of media studies teaching and the use of television in particular as a tool of vast possibilities in mixed ability teaching. If I had given the same group a piece of writing and had asked them to criticise the style and vocabulary the results would have been far less analytical and detailed. So it is possible, by preparing the ground carefully, to get students to watch television closely and critically and make them realise what lies beneath the surface of a form of communication which most of the children watch it won't meet, but it induces them to the kind of complex and diverse reactions to a topic which they will come across soon or later. In this broadening of experience about human nature, their reactions, it fulfils the primary role of this genre of discussion prompters.

carion which they had assumed they understood and took for granted.

Nevertheless, there are also dangers inherent in this approach. It can ignore content and assume that the only good programme is one produced to the highest standards of professional perfection. To provide an antidote or balance to this view, the next step is to involve the group in their own video productions, closing the gap between producing and consuming television. We begin with the most basic television after the one man presentation—the one camera interview.

On playback of the completed interviews the students are so instantly and thoroughly critical of the self-image they present, that the second take is always unrecognizably better in quality. In fact, unlike film-making, which presents too many technical difficulties and too much expense to be used regularly in large groups, video often takes only two run-throughs to "get it right". This offers invaluable possibilities when the school can afford a second or third camera, or alternatively a reel-to-reel man pack system, through the videoing of drama productions and other creative work on a larger scale.

The imaginative use of video is an unrivalled way of showing to children how inexpressible the content of communication is from its manner or style. And perhaps the best object lesson of this is the viewing of a television interview where you seem to be deaf to the subject talked about because you can only see the scratching of a head or the wriggling of a foot in nervous apprehension. Thus I lead into the course with my own enthusiasm—the art of television—and get interest early on with extended periods of practical work. But what of the rest of the

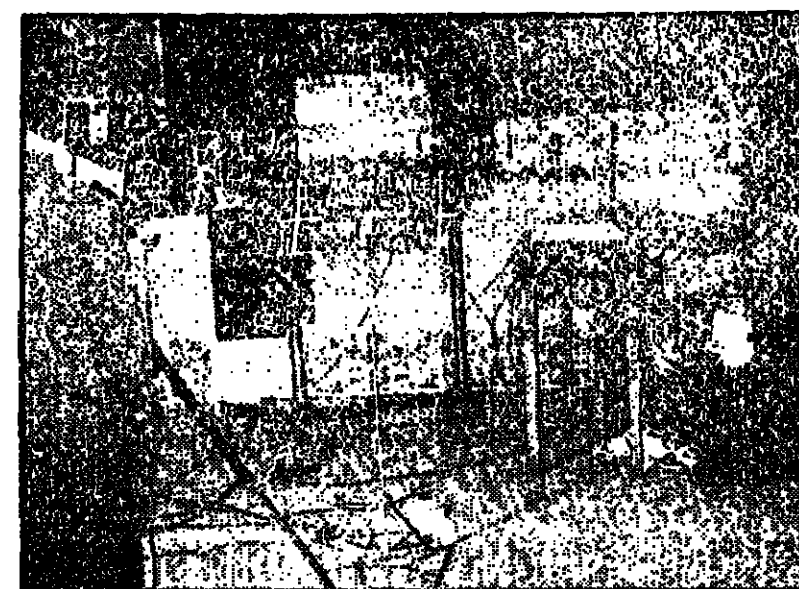
course? How can you hope to cover "all the media" in a matter of five terms? In part, the simple answer is you cannot in any detailed sense. Such a course must rely on the teacher's own enthusiasm, whether in the field of television, radio production, or creative work in advertising. At the same time, however, an effort should be made to at least provide an outline of the techniques and approaches involved in the other media.

The work undertaken is designed to unite three aims: to provide background knowledge and an insight into the inner workings of the media; to give the pupils the opportunity of creating their own media materials; and to set up critical and evaluative exercises based on the results from work in the first two areas.

Thus work on radio will be prefaced with a visit to a local radio station, and a brief outline of its development. We will then move on to a production of group radio tapes, and finish with exercises on chosen programmes, and studies of the range of output in *Radio Times*.

The newspaper element in the course is similar in that it begins with a visit to the offices of the local newspaper, develops to a task on planning a front page and finishes with exercises on bias in reporting and the choice of news. The different purposes of the media are also linked at this stage by comparing news coverage in the papers to that on television and radio.

The pop music slot in the course begins with an examination of the range of pop and the history of pop programmes on television, using Granada's excellent *Messengers* programme presented by Mike Harding. However, it then reverses the order of the last two approaches by dealing with a close critical study



The media studies course in action, photography on this page and overleaf by students on a design department optional course.

of *Top of the Pops* on video—presented with a visit to a local radio station, and a brief outline of its development. We will then move on to a production of group radio tapes, and finish with exercises on chosen programmes, and studies of the range of output in *Radio Times*.

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"A lifelong influence" continued from page 25

Harry James's Speech Day with accompanying script.

Ideally, good practical television work can only be done satisfactorily in small, well-trained groups. In this area, which cannot be properly organized into general class time, it is a good idea to set up a television club to move ambitious programmes can be made in a more leisurely atmosphere after school—a venture we have just begun.

It is all very well to be offhand and simplistic about work done in a school at a distance. You may well have been wondering about more down-to-earth considerations such as our equipment and methodology of the work. For the course I have access to one Philips VCR machine; two microphones, a tape recorder, one stereo record player, a Sony black and white video camera and one 500-watt photographic lamp. Many schools now have VCR recorders and the only luxury here is the camera which can still be bought for less than £400 including a zoom lens and tripod. It is now in continuous use.

Colley School is a mixed 11-18 comprehensive of about 1,100 students in a social priority area in Sheffield. The course itself is one of two fourth-year options offered by the English department, the other being English literature, examinable both at CSE and O level by the AEB. The English language work

is taught on a mixed ability basis throughout the school and leads to the 16 plus continuous assessment course. Unfortunately, at present the media studies course is still only a CSE status and does not attract enough of the higher ability children to get a balanced range. To solve this it should have 16 plus status which I hope to get for it soon.

The allocated time is two double lessons (70 minutes each) per week and the work is assessed 100 per cent on coursework from which 15 pieces are selected. Though an optional 25 per cent exam component could be brought in according to preference.

A large range of activities can be fitted into the five terms because the course is planned on an assignment or work unit basis, cutting out more extended projects or research work which to me can be two of the less desirable aspects of CSE courses. As many of the units as possible are designed as "thinking" tasks rather than making or copying while the emphasis is on as much practical work as feasible.

The work units themselves need the minimum of art materials, though it is useful to have a running requisition amount of about £60 through the year for a group and stationary as the need arises. Because of the extreme topicality of the subject it is virtually impossible to order everything for the course a year ahead. As can be seen the course need not be prohibitively expensive but must be based on

practical work rather than theory or analysis.

Most other media-based courses I have come across have either catered more for higher age or ability ranges, such as sixth form communications or O level film studies, or have simply formed a small component of work in the middle school in the shape of the tape slide packages. Rewarding as these may be, the challenge that interests me most is the potential for improvement of the verbal and written skills and confidence of the less able through audio-visual material.

True, CSE or 16 plus "media studies" may not cut much ice with employers, but if the course has worked well for the students, they will have done some useful practical work on a subject that will be strongly influencing them for the rest of their lives. Already in the new group that started this year I see a markedly more informed and articulate attitude towards the media developing in informal conversation.

One of the incidental advantages of having a member of staff with expertise in media studies generally, and teaching with television in particular, can be that he or she can offer their services as adviser to the cause of advancing the use of the visual aids in other departments. This is important if the use of such material is to be seen as essential to all areas of the curriculum, rather than, at its most cynical, a "luxury" toy to give teacher a rest.

The success of audio-visual lessons will have usually taken far more preparation than a verbal or written equivalent though to the uninitiated the opposite often seems to be true. An informed sympathetic school attitude towards the use of visual stimuli is thus invaluable in fostering the success of media studies work. Alternatively, though, this attitude could well be the result rather than the inspiration of the course.

It suffices to say that the use of visual communication and criticism generally will, I am sure, become steadily more important in mixed ability teaching in all areas. For these reasons, and using the methodology discussed, I feel media studies can be well justified as a separate and distinct subject on the secondary school timetable.

I hope that my thoughts will invite correspondence from other colleagues who are doing similar work, as I often feel I am working in isolation. At the same time may they encourage those who would like to plan such a course. I will be only too happy to send those of you who are interested further details of our syllabus.

I recognize that most of the ideas here are anything but new or wildly original in themselves. That is not the point. Rather it is an attempt to codify a number of approaches which teachers of all subjects, particularly the humanities, may have used in past many times.

PIECES OF ART

Peter Dormer on the Arts Council mobile film library

The Arts Council is not everyone's idea of a bargain basement, but the package that its mobile film library offers to schools is very valuable. The package includes a selection of films about the arts plus a projectionist and projection equipment, and the fee for a morning or afternoon session is less than the cost of hiring a single 50-minute film through one of the other agencies.

Recognizing a good deal, some L.A.s. hire one of the three units for a week and invite several schools to make use of the facility. Among the films on offer are *News from Nowhere*—William Morris: Artist, Writer and Socialist—Paul Nash, *Landscape of a Dream*, and a widely praised 1960s surrealist painter Rene Magritte. But this bargain may not completely fit the potential customer.

The mobile film units service further and higher education as well as schools. Some of the films on offer are too difficult or esoteric for secondary school use while others need some detailed back-up work. The problem is that the Arts Council is not geared to producing back-up material.

Bumper teaching kits are not available with the mobile unit, because the Arts Council lacks the staff and money to produce teaching aids but also because the Arts Council's function in funding films on the arts is not primarily an educational one. Rather, Wilson, head of the Arts Council's film department, is anxious to dispel the notion that the films on offer are essentially educational tools: they can be used as such but every film that the council subsidizes must stand

up as a film in its own right.

Wilson considers that there has been some misunderstanding over this, and he is critical of the educational press for judging the council-theatrical films against an educational model that the films were not aspiring to in the first place. Some reviewers have, for example, criticized the Paul Nash film for not matching up to the educational model.

Nevertheless, it has been one of the most sought after by schools and colleges, suggesting that teachers are more appreciative of the film's role than are the critics. Indeed, the very fact that Arts Council films are meant to have more pleasure than education can be exploited by art teachers interested in teaching about film.

And although some of the films are not instructive in the conventional sense, many of them do offer an introduction to an artist's work which has great audience appeal than a trip round a gallery or the teacher's slides taken during last summer's holiday.

As for the future one can only hope that somehow the Arts Council, faced like everyone else with expenditure cuts, can continue with its service. Sir Roy Shaw, secretary-general, has said that education has to be a priority for the arts. It was through his efforts that the post of education officer at the Arts Council was established. With luck this officer may be given the means to provide the help and services like the mobile film unit need.

A new Arts Council film on Stanley Spencer is reviewed on page 30.

"In demand" continued.

Many and report form than in the use of film and video as a close-circuit means of presenting information. The conclusion that could be drawn from this is that what concerns students who choose such means is that they are being presented with an opportunity for access to such media, however limited.

Their access to the mass media takes the form of representing their own observation of the experience of it. But another way they are no longer merely the members of a passive mass audience, but active critical participants and appropriators of the methods their critical approach causes them to discover.

Contributory to this process are the demands of the syllabus, for the student is expected to have a more positive approach than the rather glum directorial function that superficial association with technological media can encourage.

When a student submits a project choice involving the use of audio-visual equipment, he or she has to guarantee the comprehension of the broad communication problems involved. For example for the production of, "(d) A television programme or a film comprising 15 minutes of viewing, it will include: (i) a definition of the target audience; (ii) a modified story board, showing key points and sequence with details of any music and sound effects; (iii) photographs of visual material (captions, slides, film sequences); (iv) script, giving full instructions for production crew without the need for any additional instructions.

Such an approach indicates to the student through his or her own practical experience the superstructure of the mass media presentations and the work of the A level is designed so that any discoveries about the communication process that are intellectual or theoretical can be manifested in the academic aspects of the syllabus. The student under the headings of mass communication, means of communication, theories of communication and the development of communication.

It may be a little early to say, but what could be happening in terms of the use students are making of technological media both in and out of the A level is the start of a revolution in expression. Perhaps it is similar to that revolution in expression that access to literacy has brought about in the last hundred years.

The mode of operation is of course different; the first revolution involved picking up a pen and opening a book while the second involves

NOTES AND ARTICLES

By Hilary Thompson

In 1977/78. Rather more significantly, the catalogue also provides extensive and illuminating notes and articles on each of the 15 films and one video project that were produced.

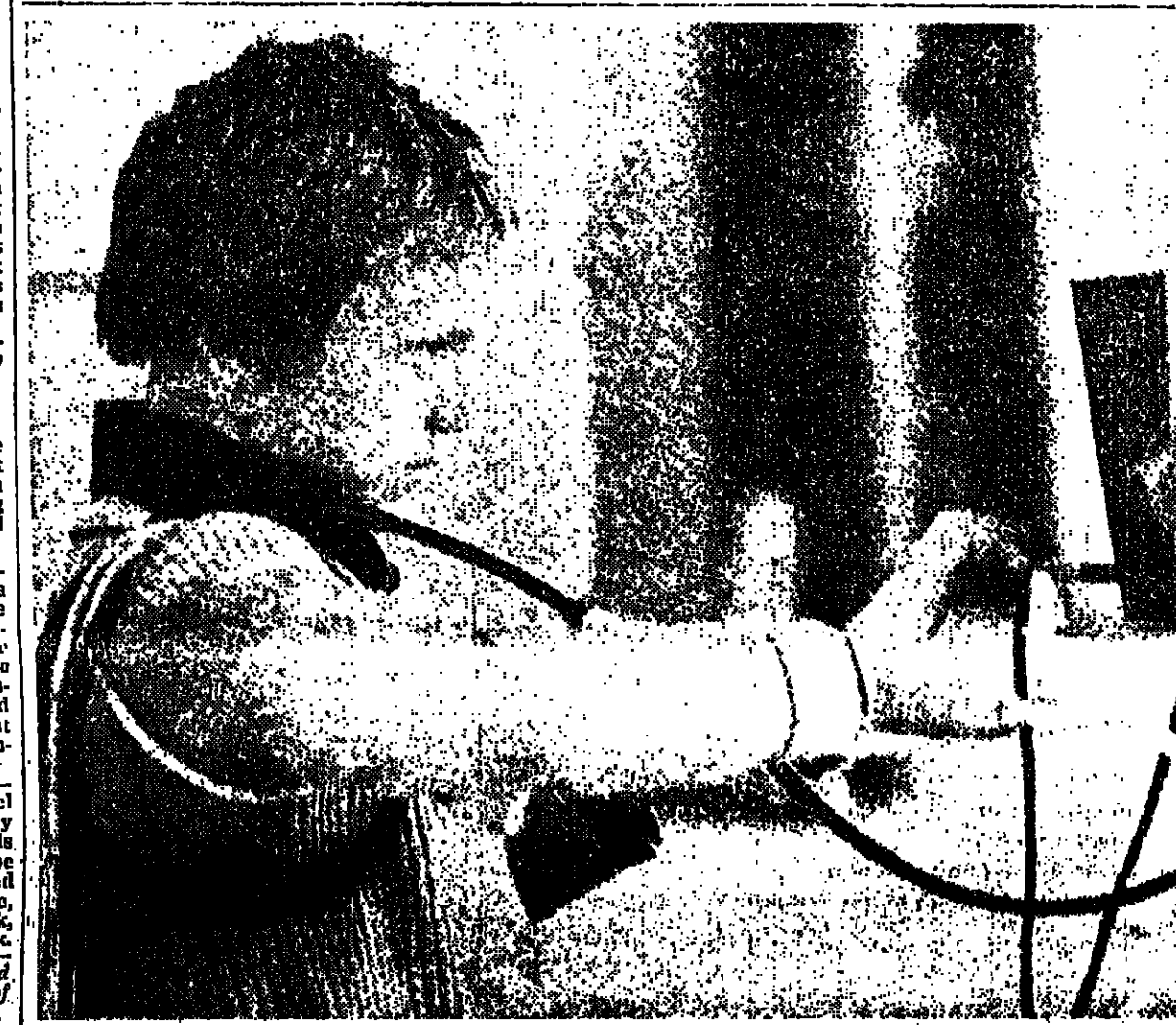
These notes and articles provide useful contextualizing material for the viewer and programmer alike. This publication has rather challenged the notion of a "catalogue" and turned a rather passive marketing tool into a more usable context for the viewing and study of films. These contexts include interviews with the film makers, articles by the filmmakers, articles by others, other relevant material that adds insight into a particular film and additional visual material that is intended to illustrate aspects of the films that are considered central.

Most of the articles and interviews were commissioned for the catalogue to provide contemporary and specific analysis. The films represent in part the independent British film culture struggling to survive and develop in remarkably adverse economic conditions. This at a time when the independent film industry awaits the outcome of

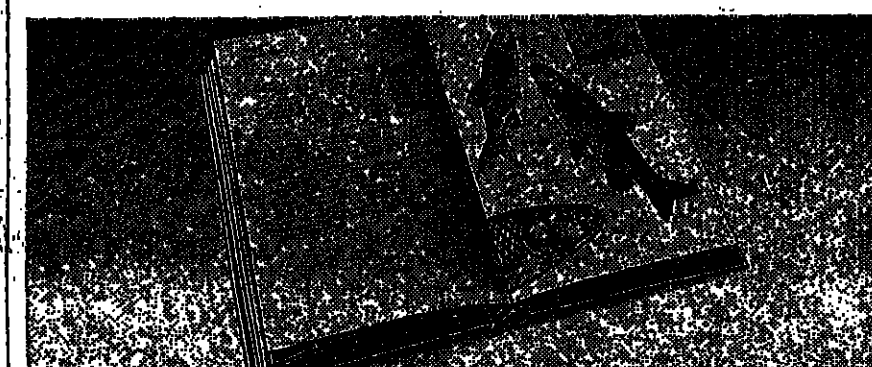
the Government's examination of film production and distribution.

The catalogue thus represents a range of concerns from production and distribution policy through to specialist semiological examinations of particular films and attempts to make a contribution to a variety of contemporary debates about film and the cinema.

The catalogue is available from BFI Publications, 81, Bean Street, London, W1 (37 435) and costs £1.50. It is 96 pages long and contains a full distribution guide to all BFI productions. It contains articles by Peter Sainsbury, Hilary Thompson, Keith Griffiths, Elizabeth Cowie, Pam Cook, Anne Conting, Philip Drummond, Manuel Alvarado and notes, articles and information on the following films: *Before Midnight*, *Riddles of the Sphinx*, *Above is the Earth*, *Down the Corridor*, *Home On a Paving Stone*, *Mounted Mirror*, *Three Animals for Live Action*, *Rapunzel Let Down Your Hair*, *In the Forest*, *The Life Story of Bad*, *My Way Home*, *A Walk Through It*, *36 to 77*, *Silent Partner* and video pieces by Peter Donabauer.



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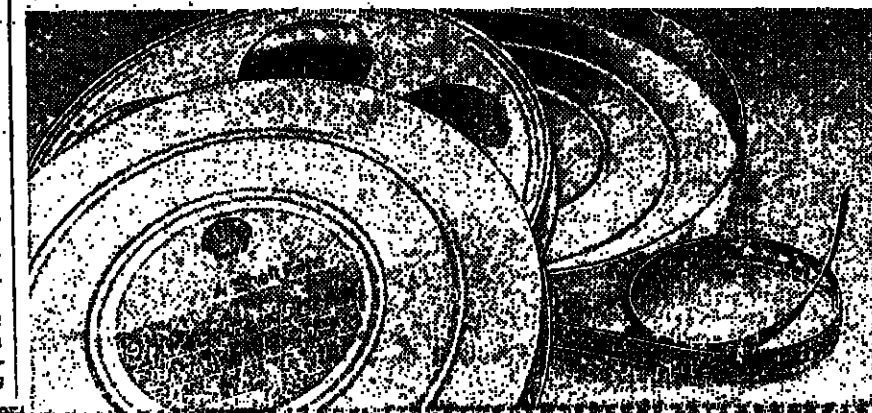
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THINK OF THE WORTH OF A WHOLE FILM.



Students viewing their film through a scanner and looking quite satisfied with the result

popular. Increasingly the operation of a mixed choice is becoming evident.

The aim of the project is to discover how communication works, and which means are most suitable for solving particular communication problems. That film and video are used seems to indicate the scale

of resources existing in schools and colleges, and also the effect that modern media have on communication values and the influence they have in the education of students.

Choices of titles and a view of consideration point more in the direction of the mass media document.

continued on opposite page

OVERSEAS NEWS

United States

Chicago back from brink

by Clive Cookson

WASHINGTON

After weeks of intricate financial manoeuvring, an elaborate \$375m rescue plan has been arranged for the heavily indebted Chicago school system (TES, December 14). The plan, which involves the board of education, city and state governments, banks and local business, calls for the 48,600 teachers and other school employees to be paid for two fortnightly salary checks, but just in time to prevent what could have been a prolonged closure of the nation's second largest school district.

The plan may yet come unstuck. Already the Chicago police pension fund has backed out of the \$15m loan it had agreed to make as part of the package, after the police union complained the investment was too risky, but that did not wreck the plan. The main thing

was that the Illinois state legislature approved the package. Short-term loans totalling \$325m will see the board of education through its immediate financial crisis: the payment of overdue salaries and pensions, debts to food, milk and supplies vendors and bus companies, and federal taxes. Later, \$500m worth of long-term bonds will be issued to provide longer-term financing.

A five-member financial control board is being set up to oversee the school system's funds. This independent authority will be headed by Chicago businessman Jerome van Gorkon.

The control board is sure to insist on sharp cuts in the school's \$1.4 billion annual budget—probably between \$60m and \$100m this year and more next year. Between 700 and 2,000 jobs could be eliminated by September, said Catherine Roher, president of the board of education. It remains to be seen whether the

financial control board will also have to raise new property taxes to keep the system afloat. New York Mayor, Ed Koch, who is trying to complete his city's recovery from its mid-1970s fiscal crisis, has proposed a \$111m budget cut for the board of education in 1980-81 and a further \$182m cut the following year. The proposal would mean the loss of more than 7,000 school jobs over the next two years—excluding an estimated 4,000 compulsory lay-offs—and it provoked cries of outrage from the board of education, school officials and teacher unions.

A board spokesman said such cuts on sharp cuts in the school's \$1.4 billion annual budget—probably between \$60m and \$100m this year and more next year. Between 700 and 2,000 jobs could be eliminated by September, said Catherine Roher, president of the board of education. It remains to be seen whether the

The Netherlands

Job prospects worsen as junior enrolments fall

by John Richardson

Newly qualified infant and junior school teachers are finding it more difficult to obtain posts.

Of 10,000 teachers who graduated from training colleges in 1978, only 6,000 had found teaching jobs nine months after qualifying, according to a survey conducted by The Hague Institute for Social Science Research Study and Advice (KANSI). One thousand four hundred had found jobs outside the profession, 400 were involved in further studies, 900 of the men were doing national service, and 1,600 were unemployed.

Comparison with an identical survey carried out two years previously shows a deteriorating employment situation.

Of the class of 1978 it was females trained for the junior age group (six to 12) who had most success in finding teaching posts. Seventy-three per cent of them had found jobs nine months after graduating. But 86 per cent of the women junior staff of the class of 1976 were employed as teachers after a similar period.

The 1978 junior trained males fared worst with only 47 per cent finding posts, although 30 per cent of this group were in military service. But of the similar group of 1976, which was also affected by national service, 60 per cent had found teaching jobs after nine months.

Unemployment is greatest among those trained for the infant sector (four-to-five) which is traditionally a largely female preserve. Of the 2,482 women infant teacher graduates of 1978, 57 per cent had found teaching jobs in nine months, while 24 per cent had taken jobs outside the profession.

For those who qualified to teach infants in 1976, after nine months 68 per cent were teaching, while 14 per cent were employed outside education.

There appears to be little connection between the age of the intending teachers and their success in finding posts. The main factor affecting their job chances is region of residence.

Of those that live in the Randstad



conurbation of south Holland 73 per cent had found teaching jobs and only eight per cent were unemployed. But in the economically depressed region of Limburg, in the south-west, 29 per cent were not employed.

The underlying causes of this increasing mismatch between the supply and demand of infant and junior teachers can be found in changing population growth trends and a failure to adjust teacher supply to a similar pace.

In 1960 the Dutch population stood at 11,417,254. By 1980 it had grown to 13,871,200, and it is forecast to reach 14,752,250 by the end of the century. This growth is largely the result of people living longer. It is forecast that the number of those over 65 in 1980 will be 25 per cent higher than in 1975.

The birthrate has been dropping constantly from 19.2 births per thousand in 1968, to 12.7 in 1978. There were 237,638 births in 1977, 171,106 in 1978. The fall in the birthrate has inevitably affected infant and junior age ranges in the school first.

Between 1968 and 1978 the number of children in the infant school dropped from 488,819 to 431,200 and in the junior schools from 1,459,647 to 1,409,840, while in the secondary and higher education sectors the numbers showed a significant increase.

OVERSEAS NEWS

West Germany

Hundreds of teachers face charges on alleged overtime pay swindle

by David Dungworth

State prosecutors in various districts of North Rhine-Westphalia are preparing charges of fraud against several hundred teachers who have allegedly been supplementing their already high salaries with regular and substantial claims for illegal overtime payments.

The charges have been brought by the state auditing department which has been examining the records since 1976. At that time during a random check on 82 teachers the accountants found that 30 of them were guilty of making false claims, some going back over a number of years.

Subsequent investigations have indicated that between 1973 and 1977 the amount wrongly paid out was approximately Dm4.4m (nearly £1.2m) and in the school year 1977-78 alone the figure rose to Dm4.7m.

Teachers in North Rhine-Westphalia are entitled to extra remuneration for lessons given or classes taken for absent colleagues above an average of 25 hours a week. Current rates are Dm21.25 (about £5.50) an hour for staff in vocational and intermediate schools and Dm24.75 an hour for grammar school

teachers. The latter are the main culprits, being responsible for 70 per cent of all the offences discovered in 1978-79.

Close scrutiny of the claims forms submitted has revealed a long list of abuses. Additional payments had been demanded for extra-curricular activities such as accompanying school parties on excursions and attending conferences or parents' meetings which do not count as overtime, for Sundays and public holidays, for non-existent dates like February 30 and June 31 and for periods when the teachers concerned were officially absent through illness.

The consequences have often been astounding. There have been numerous instances of excess payments varying between Dm5,000 and Dm10,000. One grammar school teacher received Dm12,000 over five years and a secondary modern school headmaster Dm15,000 in four years.

And in the most serious case of all a woman teacher in an intermediate school was overpaid by Dm74,000 in the space of two and a half years.

According to the auditors much of the same time with head teachers who have systematically practiced forms without verifying them and with the civil service salaries office

in Düsseldorf for its lack of proper control over payments.

Claims made by telephone have frequently been authorized without any written support whatsoever. Ministry officials are also severely criticized for failing to draw up adequate regulations relating to overtime payments.

Early last year Land education minister Herr Jürgen Girsogen, who tried to play down the scandal when it originally came to light, gave teachers the opportunity of settling criminal proceedings by repaying any amounts wrongfully claimed. But by mid-December the total sum repaid was only Dm 736,000.

The teachers union, the Gewerkschaft Erziehung und Wissenschaft, and the organization which represents grammar school staff, the Philologenverband, have described the allegations as a deformation of the teaching profession. They maintain that the procedure for submitting overtime claims is as complicated that in many cases the excesses are the result of genuine mistakes rather than deliberate deceit. Nevertheless the numbers of teachers and the sums involved make it clear the claim-making is widespread and systematically practiced in North Rhine-Westphalia if not in other Länder.

Europe

Fourteen countries face population downturn

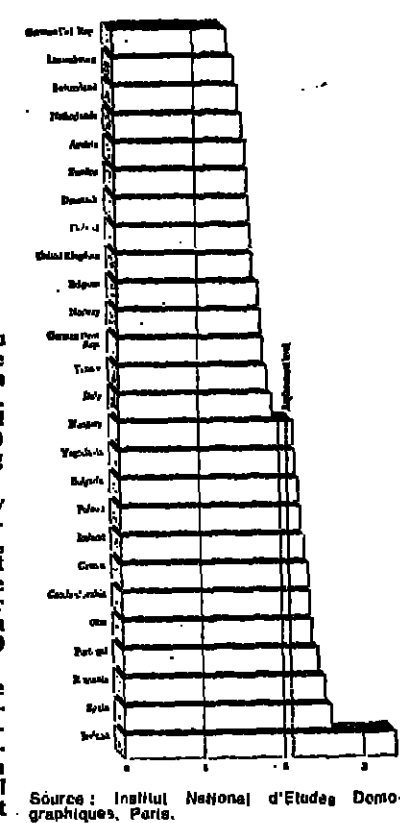
The birthrate in 14 European countries has now declined to the point where the present generation of parents is not replacing itself. Populations of these countries will start to decline within the next 20 years, if they are not already doing so.

This overall decline has already begun in a number of countries, including East and West Germany, Austria and Luxembourg. If present population trends continue, the population of West Germany, for example, will fall from 50 million in 1975 to under 40 million in 50 years' time.

Birthrates started to fall in the mid-1960s in capitalist and socialist European countries alike. Professor Miles Macura, of the Belgrade Ekonomski Institut, writes in the latest issue of the international development quarterly, People. "It is highly probable that fertility will follow a downward trend in most of Europe for some years to come."

National attitudes towards this situation vary enormously. West Germany views the decline reasonably equably, although some Christian Democratic leaders advocate pro-natalist policies. In France, where the population is still increasing, there is great concern about the threat of a declining population and a package of benefits to be introduced for mothers of three or more children, including an increase in the maternity grant to £1,200.

Hungary attempted to stem its declining birthrate by banning legal abortions in 1974 but, after an



Source: Institut National d'Etudes Démographiques, Paris.

initial upswing in the birthrate, this again began to fall.

Demographers agree that the availability of contraception, abortion and sterilization has only a partial effect on the birthrate. "It is a question of what people want, not what technical means they use to implement it," according to John Riley, editor of People.

Figures released last week showed that births in the United Kingdom in 1979 were nearly 7 per cent up on the year before—a greater increase than the demographers predicted.

People, International Planned Parenthood Federation, 18-20 Lower Regent Street, London, SW1 4PW.

France

Central control for students

by Jane Jessel

Conditions of enrolment for foreign students wishing to enter French universities are to be reformed to give stricter central control over admissions.

Under the Government proposals, which were last month narrowly endorsed by the Conseil National de la Pédagogie Supérieure (CNSP), a national commission will be established to centralize and consider enrolment requirements, and to allocate successful applicants to various universities. It will do so taking into account "preferences expressed by the candidates", but also "the requirements of French higher education". The commission will be composed of representatives from the ministries of foreign affairs, of universities, and of co-operation (overseas aid).

The reform will necessitate a preliminary French language examination, organized by the French cultural services abroad, except for those with the Baccalauréat or qualification of equivalent standard, and those who are planning to follow a French language course and are seeking to spend at least a year in a centre specializing in French as a foreign language.

Representatives of teachers' and students' unions voted against the proposals at the CNSP meeting in December. They protested that the reform threatened universities' autonomy by removing their prerogative to choose applicants and giving it to the commission. They also feared that the numbers of foreign students would be cut, and that the reform would lead to political and social discrimination.

No imminent change in fees for overseas students is planned, but there is the possibility of a drastic fee increase accompanying the reform.

South Africa

Ban on black students sparks major clash

by Ameen Akhalwaya

JOHANNESBURG

Education is once again set to become a major bone of contention between the National Party and the opposition Progressive Federal Party at the next session of the Transvaal Provincial Council.

The clash is likely to focus on mixed education, and particularly the new over the Transvaal Education Department's refusal to admit blacks to the new Johannesburg College of Education.

The PFP leader in the council, Mr Douglas Gibson, has described the department's decision as blatant racism. He has challenged the Transvaal's new Administrator, Mr Willem Cruywagen, to change the education ordinance—which bars blacks from the college—when February's session begins.

Six blacks have applied for the four-year bachelor of primary education course offered jointly by the college and the University of the Witwatersrand. But the Transvaal Director of Education, Professor J. H. Jooste, said their enrolment would contravene the ordinance, and refused to approve their applications.

Last year the Transvaal's education policies led to bitter clashes between the two parties. The row revolved around allegations that English-language schools were becoming Afrikanerized, that indoctrination was rife in country schools and that women teachers were bearing the brunt of salary and job discrimination.

But the PFP held fire on the province's opposition to blacks in white private schools because it believed that Mr Cruywagen, former minister of national education, would take a more liberal line than his predecessor, Mr Sybrand van Niekirk.

Mr Gibson said it was "unbelievable that in this so-called era of enlightenment, the outdated and legalistic approach of the TED can prevent the JCE from accepting whatever qualified students it wishes."

"The six black students who have been admitted by Wits cannot simultaneously attend the JCE as their white colleagues can, for no reason other than they have black skins. It is blatant racism like this which makes our friends overseas despair about South Africa," he said.

Perhaps our greatest national priority is the education and training of all our people. It is only by harnessing the potential at our disposal that we will be able to generate the high growth rate without which the provision of sufficient jobs for the unskilled masses is impossible.

To suggest that blacks could not be admitted to the college because of the ordinance was to blind oneself to the reality that the Nationalists legislate at the drop of a hat."

Australia

Training colleges are 'parking lots' for young unemployed

by Bill Purvis

SYDNEY

Australia will have between 60,000 and 70,000 unemployed teachers by 1985, according to Mr Bill Hayden, leader of Australia's federal opposition.

The Labour Party leader said hundreds of millions of dollars were being spent to maintain expensive educational institutions to train people for jobs which did not exist. The institutions were being used as "vast parking lots for the unemployed young", and the cost of the increasing unemployment among teachers over the next five years would be \$A11m, he estimated.

Yet there was a shortage of teachers in the remedial and migrant areas because of an alleged shortage of funds.

The Prime Minister, Mr Malcolm Fraser, did nothing for teachers' overalls with a trenchant attack on the education system the day after Mr Hayden's remarks.

Mr Fraser, who was federal education minister 10 years ago, said that despite massive increases in

expenditure and smaller class sizes many pupils were leaving school unable to read, write or add numbers to an acceptable standard.

Addressing the annual convention of the Young Liberals Movement, Mr Fraser said the Government's financial commitment to education had doubled in the 1970s.

In the 1970-71 financial year the total of federal and state governments' expenditure on schools was \$A840m (£400m), equal to \$A2,121m. By this financial year the total had risen to \$A4,049m.

Pupil-teacher ratios had been significantly reduced during this time but this had not resulted in improved educational standards. "If the values transmitted by the education system are inconsistent with those which society expects of young people, then clearly young people are being betrayed by the system itself," he said.

Mr Fraser's remarks come at the end of a year in which there has been a growing volume of complaint, mainly from employers, about inadequacies in the education system.

Hilary Wilce at a school for pupils who flee from South Africa

Apartheid freedom college struggles into existence

Black South African school children who flee from apartheid can now set up a college set up especially to meet their needs. The Solomon Mahlangu Freedom College, established in Tanzania last year, has 160 pupils and plans to take between 2,000 and 3,000 by 1985. It was founded by the African National Congress, the anti-apartheid movement of South Africa, on a site formerly used as an ANC transit station for South African students going on to complete their education in other countries.

Thousands of students, some as young as nine, have fled from South Africa since the uprisings of 1976, which were led by schoolchildren. An estimated 2,000 made their way over the border in the first 12 months after the protests, and there are currently several hundred young black South Africans in Lesotho waiting for air transport out over South Africa.

Students who contact the ANC elect to go for military training, or to further their education. Before last year all students who wanted education had to go to schools and colleges in sympathetic countries such as Zambia, Cuba and Nigeria. Now some go to the new college at Mazimbu, north-west of Durban-Salam.

The college follows an ANC-designed curriculum which mixes academic and vocational training, and includes study of the history of the struggle against apartheid.

"We are teaching politics there,

let me be very frank". Mr M. W. Njobe, Principal of the college said on a recent visit to London. The college's policies and attitudes are based on the ANC's Freedom Charter, adopted in 1955, he said. This says "The aim of education shall be to teach the youth to love their people and their culture, to honour human brotherhood, liberty and peace."

One of the main purposes of the college was to train skilled black manpower for a future Azania—a liberated South Africa, Mr Njobe said.

Land for the college was donated by Tanzania and money has been given by Scandinavian development agencies. Construction work is being undertaken by pupils and staff, who also grow their own food, but the college is short of stationery and teaching equipment.

It also needed sports and recreational equipment. "This might not sound like a priority, but the type of student we get has gone through really traumatic experiences and has a lot of emotional problems. Sport can offer a kind of cooling down," Mr Njobe said.

Students often arrived at Mazimbu with only the clothes they were wearing. He knew of two youngsters who had died on the trek through the bush out of South Africa, and students at the college were often homesick, or had problems coming to terms with the fact that freedom was not all they had hoped for.



Short of resources: the college's only geographical teaching aid

Republic of Ireland

Classics course lures reluctant to learn Latin

by John Walshe

DUBLIN

A new subject called classical studies is to be introduced into Irish schools next September. In an attempt to halt the decline in interest in Latin and Greek, the subject will be organized on a thematic basis demanding in-depth study of a number of key topics. It will rely on a study of Greek and Latin literature in translation and on the

study of the art, architecture, social and political history of Greece and Rome.

The subject will be introduced into the junior cycle of post-primary schools next September, and will be examined for the first time in the intermediate certificate test of 1981. A further two-year programme for the leaving certificate will be provided for the first time in June, 1982.

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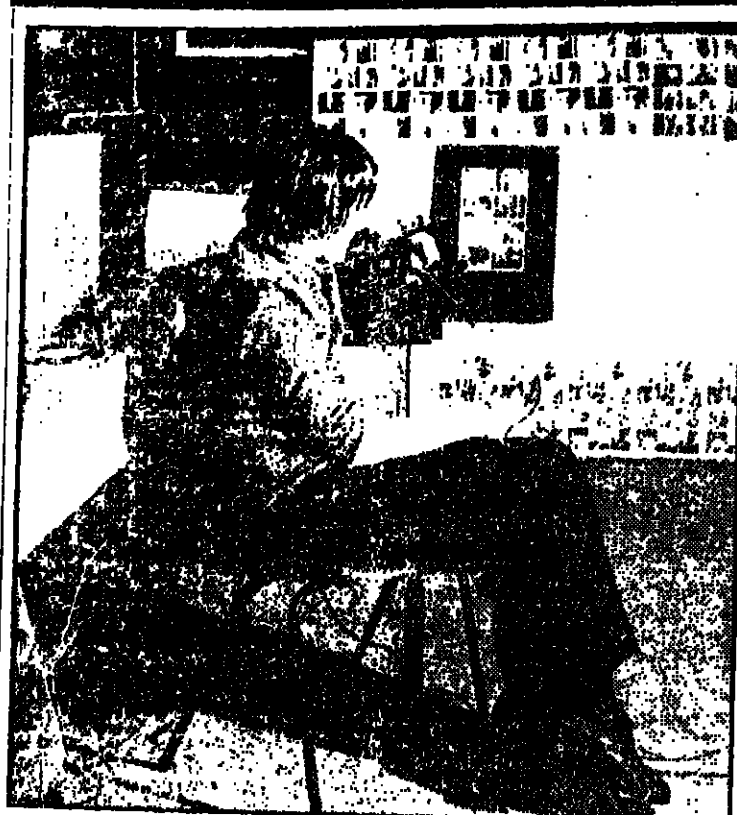
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"A big influence" continued from page 25

Barry Hume's Speech Day with accompanying script.

Ideally, good practical television work can only be done satisfactorily in small, well-trained groups. To allow for an overspill of interest in this area, which cannot be properly organized into general class time, it is a good idea to set up a television club or more ambitious programmes can be made in a more leisurely atmosphere after school—a venture we have just begun.

It is all very well to be offhand and simplistic about work done in a school at a distance. You may well have been wondering about more down-to-earth considerations such as our equipment and resources, school situation and methodology, the planning and timetabling of the work. For the course I have access to one Philips VCR machine, two microphones, a tape recorder, one stereo record player, a Sony black and white video camera and one 500-watt photographic lamp. Many schools now have VCR recorders and the only luxury here is the camera which can still be bought for less than £400 including a zoom lens and tripod. It is now in continuous use.

Colley School is a mixed 11-18 comprehensive of about 1,100 students in a sector of priority area in Sheffield. The course itself is one of two four-year options offered by the English department, the other being English literature, examinable both at CSE and O level by the AEB. The English language work

is taught on a mixed ability basis throughout the school and leads to the 16 plus continuous assessment course. Unfortunately, at present only of CSE status and does not attract enough of the higher ability children to get a balanced range. To solve this it should have 16 plus status which I hope to get for it soon.

The allocated time is two double lessons (70 minutes each) per week and the work is assessed 100 per cent on coursework from which 15 pieces are selected, though an optional 25 per cent exam component could be brought in according to preference.

A large range of activities can be fitted into the five terms because the course is planned on an assignment or work unit basis, cutting out more extended projects or research work which in me can be two of the less desirable aspects of CSE courses. As many of the units as possible are designed as making or copying, while the emphasis is on as much practical work as possible.

The work units themselves need the minimum of art materials, though it is useful to have a running requisition amount of about £60 through the year for a group of about 25, to purchase magazines and stationary as the need arises. Because of the extreme topicality of the subject it is virtually impossible to order everything for the course a year ahead. As can be seen the course need not be prohibitively expensive but must be based on

practical work rather than theory or analysis.

Most other media-based courses I have come across have either catered more for higher age or ability ranges, such as sixth form communications or O level film studies, or have simply formed a small component of work in the middle school in the shape of making tape-slide packages. Regarding these may be the challenge that interests me most is the putting of written skills and confidence of the less able through audio-visual material.

True, CSE or 16 plus "media studies" may not cut much ice with employers, but if the course has worked well for the students, they will have done some useful practical work on a subject that will be strongly influencing them for the rest of their lives. Already, in the new group that started this year I see a markedly more informed and articulate attitude towards the media developing in informal conversation.

One of the incidental advantages of having a member of staff with expertise in media studies generally, and teaching with television in particular, can be that his advice on the cause of advancing the use of visual aids in other departments. This is important if the use of such material is to be seen as essential to all aspects of the curriculum, rather than, as its most cynical, a "luxury" to give teacher a rest.

The successful audio-visual lesson will have usually taken far more preparation than a verbal or written equivalent, though to the uninitiated the opposite often seems to be true. An informed sympathetic school attitude towards the use of visual stimuli is thus invaluable in fostering the success of media studies work. Alternatively, though, this attitude could well be the result rather than the inspiration of the course.

It suffices to say that the use of visual communication and criticism generally will, I am sure, become steadily more important in mixed ability teaching in all areas. For these reasons, and using the methodology discussed, I feel media studies can be well justified as a separate and distinct subject on the secondary school timetable.

I hope that my thoughts will in correspondence from other colleagues who are doing similar work, as I often feel I am working in isolation. At the same time may they encourage those who would like to plan such a course. I will be only too happy to send those of you who are interested further details of our syllabus.

I recognize that many of the ideas here are anything but new or wildly original in themselves. That is not the point. Rather it is an attempt to codify a number of approaches which teachers of subjects, particularly the humanities, may have used in part many times.

PIECES OF ART

Peter Dormer on the Arts Council mobile film library

The Arts Council is not everyone's idea of a bargain basement, but the package that its mobile film library offers to schools is very good value. The package includes a selection of films about the arts plus a practical for a week and a half several schools to make use of the facility. Among the films on offer are *News from Nowhere—William Morris: Artist, Writer and Socialist—Paul Nash: Landscape of a Dream*; and a widely praised film about the surrealist painter Rene Magritte. But this bargain may not cater to the needs of the potential customer.

The mobile film unit service further and higher education as well as schools. Some of the films on offer are too difficult or academic for secondary school use while others need some detailed back-up work. The problem is that the Arts Council is not geared to producing back-up material. Bumper teaching kits are not available with the films partly because the Arts Council lacks the staff and money to produce teaching aids but also because the Arts Council's function in funding films on the arts is not primarily an educational one. Rodney Wilson, head of the Arts Council's film department, is anxious to dispel the notion that the films on offer are essentially educational tools: they can be used as such but every film that the council subsidizes must stand

up as a film in its own right. Wilson considers that there has been some misunderstanding over this, and he is critical of the educational press for judging the council-sponsored films against an educational model that the films were not aspiring to in the first place. Some reviewers have, for example, criticized the Paul Nash film for not matching up to the educational model.

Nevertheless, it has been one of the most sought after by schools and colleges, suggesting that teachers are more appreciative of the film's role than are the critics. Indeed, the very fact that Arts Council films are meant to have merit as pieces of art can be exploited by art teachers interested in teaching about film.

And although some of the films are not instructive in the conventional sense, many of them do offer an introduction to an artist's work which has greater audience appeal than a trip round a gallery or a series of slides taken during last summer's holiday.

As for the future one can only hope that somehow the Arts Council, faced like everyone else with expenditure cuts, can continue with this service. Sir Roy Shaw, secretary-general, has said that education has to be a priority for the arts. It was through his efforts that the post of education officer at the Arts Council was established. With luck this officer may be given the means to provide the help that services like the mobile film unit need.

A new Arts Council film on Stanley Spencer is reviewed on page 30.

"In demand" continued.

Tary and report form than in the use of film and video as a close-circuit means of presenting information. The conclusion that could be drawn from this is that what concerns students who choose such means is that they are being presented with an opportunity for access to such media, however limited.

Their access to the mass media takes the form of representing their own observation of the experience of it. Put another way they are no longer merely the members of a passive mass audience, but active critical participants and apprentices of the methods their critical approach causes them to discover.

Contributory to this process are the demands of the syllabus, for the student is expected to show a more positive approach than the rather glamorous directorial function that superficial association with technological media can encourage.

When a student submits a project choice involving the use of audio-visual equipment, he or she has to guarantee the comprehension of the broad communication problems involved. For example for the production of: (i) A television programme or a film comprising 15 minutes of viewing, it will include: (1) a definition of the target audience; (2) a modified story board, showing key points and sequence with details of any music and sound effects; (3) photographs of visual material (captions, slides, film sequences, prepared according to a standard format); (4) script, giving full instructions for production crew without the need for any additional instructions.

Such an approach indicates to the student through his or her own practical experience the superstructure of the mass media presentations and the work of the A level is designed so that any discoveries about the communication process that are intellectual or theoretical can be manifested in the academic aspects of the syllabus. These come under the headings of: (i) communication, means of communication, theories of communication and the development of communication.

It may be a little early to say, but what could be happening in terms of the use students are making of technological media both in and out of the A level is the start of a revolution in expression. Perhaps it is similar to that revolution in expression that access to literacy has brought about in the last hundred years.

The mode of operation is of course different: the first revolution involved picking up a pen and opening a book while the second involves

NOTES AND ARTICLES

By Hilary Thompson

In 1977 the British Film Institute production department published for the first time a catalogue containing all the films that the BFI had fully or partly financed in its 25-year history of film production—from the experimental film fund to the production fund in 1976.

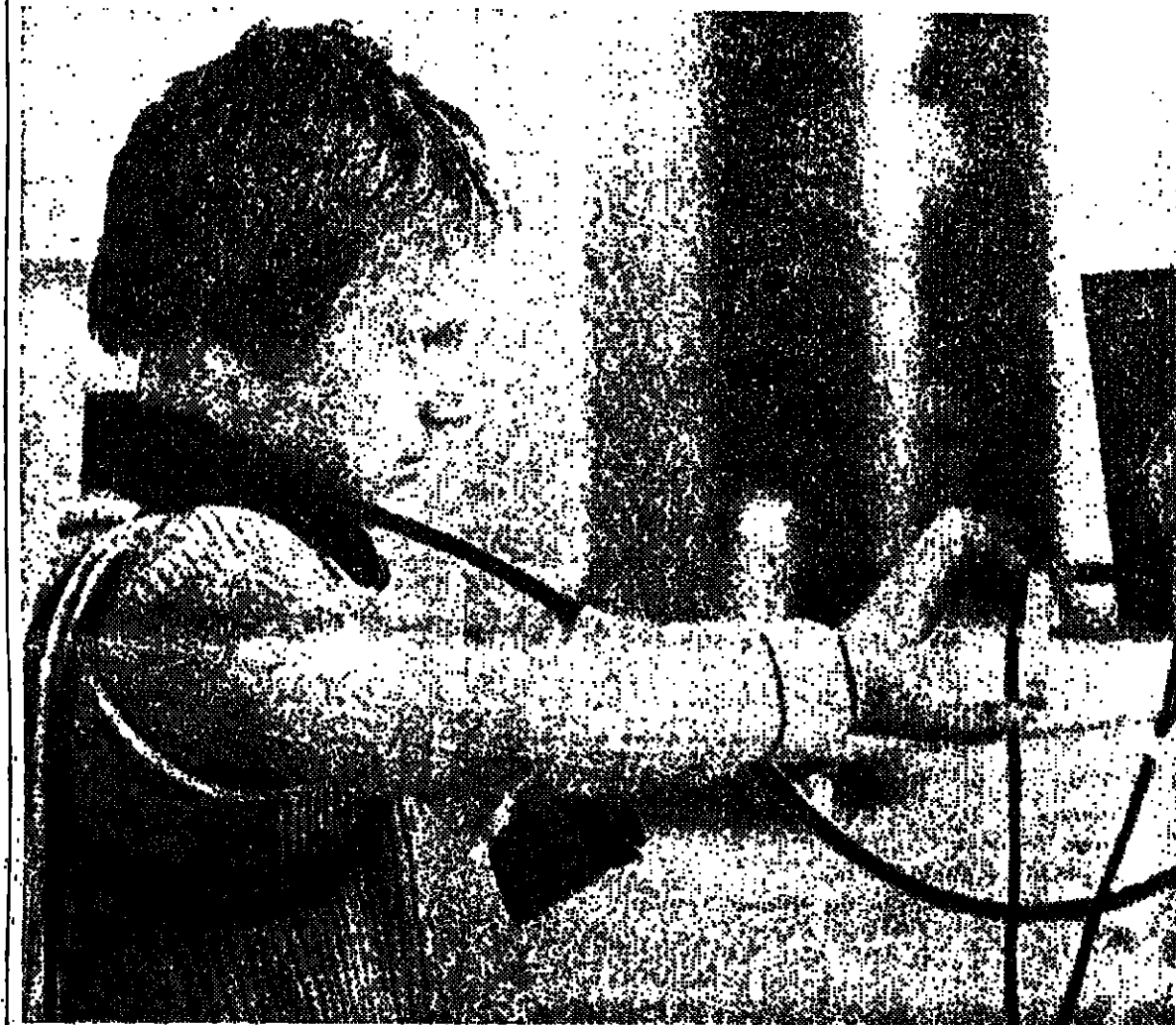
It contained notes on all the films and articles about the fund and the board and about the British film industry during that time. There were also articles on aesthetic groupings, narrative feature films, and documentaries, which sought to provide a further context for the work produced in the last decade. A new catalogue of productions, published in December, 1978, extends this to provide useful and original articles on aesthetic groupings that represent the main concerns of the films funded by the

BFI in 1977/78. Rather more significantly, the catalogue also provides extensive and illuminating notes and articles on each of the 15 films, and one video project that were produced.

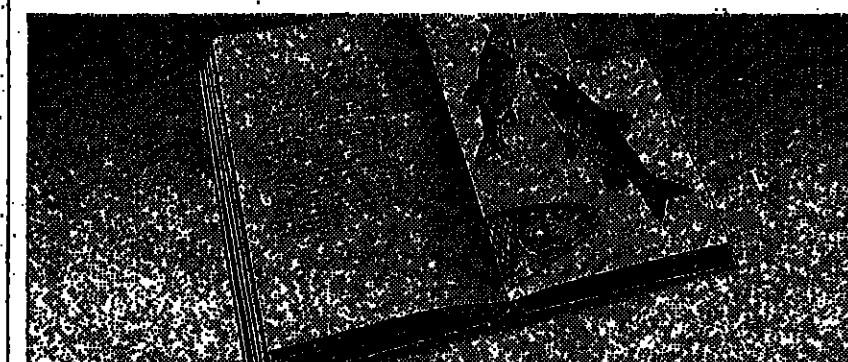
These notes and articles provide useful contextualizing material for the viewer and programmer alike. This publication has rather challenged the notion of "catalogue" and moved a rather passive marketing tool into a more utilitarian context for the viewing and study of films. These contexts include interviews with the film makers, articles by the filmmakers, articles by others, other relevant material that adds insight into a particular film and additional visual material that is intended to illustrate aspects of the films that are considered central.

Most of the articles and interviews were commissioned for the catalogue to provide contemporary and specific analysis. The film represents in part the independent British film culture struggling to survive and develop in remarkably adverse economic conditions. This at a time when the independent film industry awaits the outcome of the Government's examination of film production and distribution. The catalogue thus represents a range of concerns from production and distribution policy through to specialist semiological examinations of particular films and attempts to make a contribution to a variety of contemporary debates about film and the cinema.

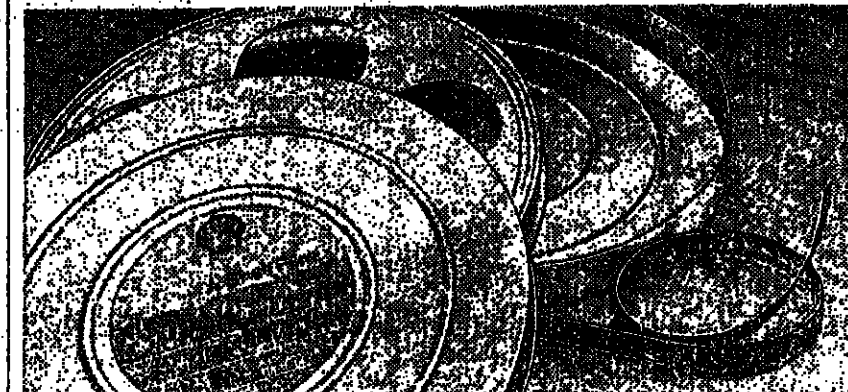
The catalogue is available from BFI Publications, 81, Dean Street, London, W1 (437 4355) and costs £1.50. It is 96 pages long and contains a full distribution guide to all BFI productions. It contains articles by Peter Sainsbury, Hilary Thompson, Keith Griffiths, Elizabeth Cowie, Pam Cook, Anne Curry, Philip Drummond, Marnie Alvarado and notes, articles and information on the following films: *Before Midnight*, *Riddles of the Sphinx*, *Above us the Earth*, *Down the Corner*, *Home*, *On a Pale Horse*, *Mountain*, *Mirror Phase*, *Animation for Live Action*, *Rampant Let Down*, *Your Hair, In the Forest*, *The Life Story of David*, *My Web Home*, *A Walk Through It*, 36 to 77, *Silent Partner* and video pieces by Peter Donahue.



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popular. Increasingly the operation of a mixed choice is becoming evident.

The aim of the project is to discover how communication works, which means are most suitable for solving particular communication problems. That film and video are used seems to indicate the scale of resources existing in schools and colleges, and also the effect that modern media have on communication values and the influence they have in the experience of students. Choices of titles and areas of consideration point more in the direction of the mass media documents.

continued on opposite page

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SPECIALIST CAREERS OFFICER

(2 posts) Reference 7267/TES AP.5 £5,220 to £5,547 per annum

The persons appointed will be responsible for all aspects of the development and organisation of careers guidance in relation to young people beyond school leaving age, e.g. students at local sixth form colleges, colleges of further education, young people in employment and those unemployed or placed on the Youth Opportunities Programme.

Applicants should preferably be graduates who hold an appropriate careers service qualification and most have previous relevant experience. Further particulars are available on application. Application forms may be obtained from the Personnel Manager, Salford Civic Centre, Swinton, Manchester M27 2BN. Tel: 061 783 3158. Closing date: 18th January.

DIOCESE OF ST. ALBANS

Applications are invited for the post of

ADULT/EDUCATION OFFICER

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The Officer will be responsible to the Diocesan Board of Ministry and Training and will be expected to work closely with other members of the Diocesan Training Team.

The salary will be at the Barnham Scale (Further Education), Lecturer 2 (£4,470-£7,129 p.a.). For further details apply to The Secretary, Diocese of St. Albans, 41 Holywell Hill, St. Albans, Herts. Tel: St. Albans 54532. Last date for applications to be received: 28 January, 1980.

EAST ANGLIAN EXAMINATIONS BOARD

(for the Certificate of Secondary Education)

ASSISTANT EXAMINERS

The Board invites applications for appointment as ASSISTANT EXAMINERS in the undermentioned Mode 1 Subjects. These are: English, Home Economics, Food and Nutrition, English, Geography, Geology, Technical Studies, Mathematics, Woodwork, Combined Materials, Engineering Workshop Practice, History, Mathematics, Arithmetic, Modern Languages (French, German, Spanish, French Studies), Needlecraft, Religious Education, Science, Biology, Chemistry, General Science, Human Biology, Integrated Science, Physical Science, Electronics, Physics, Technical Drawing, Social Studies, Elements of Sociology, Computer Studies, Child Care and Development, Motor Vehicle Studies, Physical Education, Technology.

Applicants should have suitable teaching and/or examining experience and those appointed will be required to attend in the morning of each day in the direction of the Board's Chief Examiners. For application forms and further particulars send a stamped addressed envelope to: The Examiners, Examinations, 140, The Strand, London WC2R 0ET. Closing date for applications: 18 January 1980.

Commercial Subjects (Commerce, Office Practice, Principles of Accounts, Social Economics, shorthand, Theory of shorthand, Typewriting), Home Economics, Food and Nutrition, English, Geography, Geology, Technical Studies, Mathematics, Woodwork, Combined Materials, Engineering Workshop Practice, History, Mathematics, Arithmetic, Modern Languages (French, German, Spanish, French Studies), Needlecraft, Religious Education, Science, Biology, Chemistry, General Science, Human Biology, Integrated Science, Physical Science, Electronics, Physics, Technical Drawing, Social Studies, Elements of Sociology, Computer Studies, Child Care and Development, Motor Vehicle Studies, Physical Education, Technology.

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RESEARCH ASSISTANT

£5,000 p.a.

As a recently qualified teacher in a numerate discipline the training you have received would suit you ideally to this post at our Head Office based at Cleckheaton near Bradford in Yorkshire.

We are the country's leading Auto Accessory Wholesale Company with Branches throughout the United Kingdom. We are expanding rapidly and need a person with investigative and communication skills to provide a research service in the Purchasing/Marketing environment.

Applications in writing describing yourself and your career history should be sent to: —

Dave Bruce, Personnel Officer, Maccess Limited, Second Floor, Central Arcade, Cleckheaton, West Yorkshire, BD19 5DN

ADMINISTRATION

Local Education Authority continued

QUALIFIED CAREERS ADVISER

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